

Grade: 1	Course: ELA
Pacing Guide: 9 weeks	
Unit: 1: Modules 1-3 Writer's Workshop: Narrative	Big Idea: Module 1: How can making new friends and learning new things help us? Module 2: What makes families and communities special? Module 3: How do animals' bodies help them? Writer's Workshop: Tell a story about a moment in your life.
Content Area NJSLs Performance Expectations Addressed	
<p>Reading Domain:</p> <ul style="list-style-type: none"> • RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). • RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). • RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. • RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types. • RL.PP.1.5. Identify who is telling the story at various points in a text. • RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. • RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. • RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed. • RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). • RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). <p>Writing Domain</p> <ul style="list-style-type: none"> • W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. <ul style="list-style-type: none"> A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. 	

- C. Provide a conclusion.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
 - A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
 - C. Use transitional words to manage the sequence of events.
- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

Speaking and Listening Domain

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language Domain:

- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 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.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

Interdisciplinary Connections

Visual and Performing Arts:

- 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).

Social Studies:

- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good

Computer Science and Design Thinking

- 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.
- 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.

Career Readiness, Life Literacies, and Key Skills**Technology Standards:**

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

21st Century Skills Standards:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- Understand what key details in the text are
- Determine what key details are in a text
- Recall key details of texts
- Ask and answer questions about key details
- Ask and prompt who, what where, when, why and how regarding details of a text
- Answer when prompted and use key details from the text
- Ask and answer questions about key details, with support
- Provide a description of the setting of a story using key details
- Provide a description of the major events in a story using key details
- Read a variety of narrative and informational texts
- Identify the traits of narrative texts and informational texts
- Compare and contrast narrative and informational text, focusing on how they are different
- Explain the differences between narrative and informational texts
- Determine what text features help locate important information
- Use headings to help understand text
- Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc)
- Explain the function of a narrator
- Determine the narrator who is telling a story
- Identify when the narrator changes
- Interpret illustrations to develop a better understanding of the story
- Identify an illustration that helps to describe the character, setting, or events
- Explain how illustrations describe important story elements
- Identify story details that describe story elements
- Describe elements of the story using story details
- Participate in reading activities, either in a group or independently
- Articulate the purpose of the reading activities
- Model and develop engaging reading habits that lead to reading increasingly complex texts independently
- Understand how a sentence is organized
- Identify the first word of a sentence
- Identify the capitalization used to begin the sentence
- Identify the various types of end punctuation
- Identify the long and short vowel sounds in words
- Explain the difference between the long and short vowel sounds
- Produce the sound for each letter and blend to make a word
- Discern letter sounds at the beginning, middle, and end of words

- Take apart a word by sounds
- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Reread text to better understand what was read, when necessary

Writing Domain:

- Discern facts from opinion
- Introduce a topic that is well known
- Include some facts about a topic
- Write a closing statement
- Tell events in a sequence
- Describe events using details
- Use sequence words to show order of events (e.g., now, when, then)
- End with a closing sentence
- Explain what was written when questions are asked by adults and peers
- Reflect on writing and make changes
- Add descriptive words and details
- Attempt to recognize and correct spelling, grammar and punctuation errors

Speaking and Listening Domain:

- Participate in variety of rich structured conversations about grade appropriate topics and texts
- Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
- Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)
- Ask and answer questions about a text read aloud or information through other media to better student understanding
- Practice asking questions for clarification of key details
- Actively listen to presented information to answer questions
- Use strategies for asking questions that are on a topic
- Use strategies for understanding and answering questions asked of them
- Describe familiar people
- Tell about familiar places
- Describe memorable events
- Explain familiar events
- Report facts and details about experiences feelings and emotions
- Add visuals in order to present detailed information to others
- Construct drawings or gather other visual media when describing
- Present information to others using appropriate visual displays to clearly express ideas
- Express thoughts and feelings and ideas in complete sentences
- Speak audibly to naturally express ideas

Language Domain:

- Form all upper and lowercase letters with appropriate sizing and spacing
- Identify common and proper nouns and provide examples of each
- Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading)
- Recognize the names of people, days of the week, and months of the year
- Capitalize the appropriate words in the date and the names of people
- Identify different types of end punctuation

Academic Vocabulary

Comprehend, Analyze, Retrieve, Inquire, Interpret, Demonstrate, Compare, Contrast, Differentiate, Navigate, Utilize, Narrate, Identify, Determine, Illustrate, Articulate, Model, Engage, Organize, Recognize, Discern, Reread, Introduce, Include, Conclude, Sequence, Describe, Explain, Reflect, Revise, Enhance, Edit, Participate, Discuss, Follow, Listen, Respond, Question, Clarify, Describe, Report, Visualize, Present, Express, Formulate, Identify, Recognize, Capitalize

Essential Questions

- What is the story structure?
- How does the setting of a story help us understand what is happening?
- How can asking and answering questions help us understand a story better?
- How can asking questions help us predict what will happen in a story?
- How can we connect the stories we read to our own lives, other books, or the world around us?
- What is the main idea of the story?
- Who are the important characters in the story?
- What is a story summary?
- Writer's Workshop: Tell a story about a moment in your life.
- How can I share a story about something that happened to me in a way that others can understand and enjoy?

Enduring Understandings

- Stories have a clear beginning, middle and end
- Understanding story structure and the parts of a story (beginning, middle, end) helps us follow along and understand what is happening
- The setting of a story, including the time and place, influences the events, characters' actions, and the overall mood, helping us understand the story better.
- Asking questions helps us understand the story better.
- Answering questions about the story helps us remember and make sense of what we read.
- We can predict what happens next by asking questions about the story's events
- Stories can help us understand ourselves and the world around us.
- The main idea of a story explains what the story is mostly about
- Characters and events in a story help us understand the message or lesson.

	<ul style="list-style-type: none"> • A summary is a short version of a story that includes only the most important parts. • A personal narrative tells a story about something that happened to me, and it helps others understand my feelings and experiences • Everyone has a story to tell.
Core Instruction/Supplemental Materials	Assessments
<ul style="list-style-type: none"> • Social Emotional Learning: Module 3, week 2: <u>Blue Bird and Coyote</u> told by James Bruchach • Diversity, Equity and Inclusion: Module 2, week 3: <u>Abuela</u> by Arthur Dorros • Holocaust Law: Module 2, week 2: <u>Maybe Something Beautiful</u> by F. Isabel Conpoy and Theresa Howell • HMH Into Reading Know It Show It workbook • HMH Into Reading Student Reading book • HMH Into Reading anchor charts • HMH Into Reading graphic organizers • HMH Into Reading Display and Engage cards • HMH Into Reading Interactive Vocabulary activities • HMH Writer's Workshop Focal Text: "Ralph Tells a Story" by Abby Hanlon • iReady Student Learning Path and Assignments • RazKids • EPIC • Kahoot • Prodigy Vocabulary • Quizziz • BrainPop • Blooket 	<p>Formative</p> <ul style="list-style-type: none"> • Oral assessment • Exit tickets • Quizzes • Daily writing/journals • Small and whole group discussions <p>Summative</p> <ul style="list-style-type: none"> • Tests • Skills assessment/Benchmarks • Essays/Writing Assignments <p>Alternative</p> <ul style="list-style-type: none"> • Centers/activities/games • Performance assessments • Projects

- Flipgrid
- Padlet
- Teacher Created Materials
- [Teachers College Reading and Writing Project](#)
- [Blog Jennifer Serravallo](#)
- [We Give Books](#)
- [Sight Words](#)
- [Linda Hoyt Excellence in Literacy Instruction](#)
- [Read Write Think](#)
- [Lester L. Laminack Author and Consultant](#)
- [Seymour Simon Blog](#)
- [Guided Reading Prompt Cards by Shelley Gray | TPT](#)
- [Kathy Schrock's Guide to Everything](#)
- [Two Writing Teachers](#)

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking

Multilingual Learners

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

<ul style="list-style-type: none"> • Challenging problem solving situations • Interactive, independent and interdisciplinary activities 	
<p>Special Education</p> <p>General Modifications:</p> <ul style="list-style-type: none"> • Allow outlining, instead of writing for an essay or major project • Computerized spell-check support • Word bank of choices for answers to test questions • Provision of calculator and/or number line for math tests • Film or video supplements in place of reading text • Reworded questions in simpler language • Projects instead of written reports • Highlighting important words or phrases in reading assignments • Modified workload or length of assignments/tests • Modified time demands • Pass/no pass option • Modified grades based on IEP <p>Behavior Modifications:</p> <ul style="list-style-type: none"> • Breaks between tasks • Cue expected behavior • Daily feedback to student • Use de-escalation strategies • Use positive reinforcement • Use proximity/touch control • Use peer supports and mentoring • Model expected behavior by adults • Have parent sign homework/behavior chart • Set and post class rules • Chart progress and maintain data 	<p>At Risk (Intervention)</p> <ul style="list-style-type: none"> • Maximize use of community resources • Connect family to school and school activities • Support through transition • Help develop compensating strategies • Increase opportunity for positive peer group influences • Supplemental courses • Placement in small and interactive groups

Grade: 1	Course: ELA
Pacing Guide: 9 weeks	
Unit: 2: Module 4-5	Big Idea: Module 4: Better Together - “Why is it important to do my best and get along with others?” Module 5: Now You See It, Now You Don’t - “Why do light and dark come and go?” Module 6: Celebrate America - “What do holidays and symbols tell us about our countries?” Writers’ Workshop: Informational Text Procedural Text
<i>Content Area NJSLs Performance Expectations Addressed</i>	
Reading Domain: <ul style="list-style-type: none"> • RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. • RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. • RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. • RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. • RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed. Writing Domain <ul style="list-style-type: none"> • W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. <ul style="list-style-type: none"> A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. C. Provide a conclusion. • W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. <ul style="list-style-type: none"> A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence. B. Provide dialogue and/or description and details of experiences, events, or characters. C. Use transitional words to manage the sequence of events. D. Provide a reaction to the experiences or events. • W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing. 	

- A. With prompts and support, identify audience and purpose before writing.
- B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language Domain:

- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 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.
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.

- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Interdisciplinary Connections

Visual and Performing Arts:

- 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).

Social Studies:

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Computer Science and Design Thinking

- 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.
- 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.

Career Readiness, Life Literacies, and Key Skills**Technology Standards:**

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

21st Century Skills Standards:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- Ask and answer questions about key details, with support
- Identify key story details
- Provide a description of characters in a story using key details
- Provide a description of the setting of a story using key details
- Provide a description of the major events in a story using key details
- Identify the key people, events, ideas, or information in a text
- Explain how two individuals, events, ideas or pieces of information are linked
- Identify words in text where the meaning is unclear or unknown
- Ask and answer questions to help understand what words and phrases mean in the text
- Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content
- Use strategies when faced with an unknown word
- Determine the difference between information gained by examining pictures and information gained from the words in the text
- Identify the difference between what pictures show and what the words in the text say
- Interpret illustrations to develop a better understanding of the text
- Identify an illustration that helps describe the key details
- Explain how illustrations describe important key details
- Describe a text using the details
- Participate in reading activities, either in a group or independently
- Articulate the purpose of the reading activities
- Model and develop engaging reading habits that lead to reading increasingly complex texts independently
- Understand how a sentence is organized
- Identify the first word of a sentence
- Identify the capitalization used to begin the sentence
- Identify the various types of end punctuation
- Identify long and short vowel sounds in single syllable words
- Produce the sound for each letter and blend to make a word
- Take apart a word by sounds
- Discern letter sounds at the beginning, middle, and end of words
- Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words
- Identify digraphs in orally produced words
- Produce the letters that make the sounds in words with digraphs
- Use specific strategies to decode words with digraphs
- Produce the letter sounds to make a one-syllable word
- Identify irregularly spelled words when reading
- Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding

- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud
- Reread text to better understand what was read, when necessary

Writing Domain:

- Discern facts from opinion
- Introduce a topic that is well known
- Include some facts about a topic
- Write a closing statement
- Tell events in a sequence
- Describe events using details
- Use sequence words to show order of events (e.g., now, when, then)
- End with a closing sentence
- Explain what was written when questions are asked by adults and peers
- Reflect on writing and make changes
- Add descriptive words and details
- Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- Write statements in response to questions, and questions transformed from statements, using conventional word order.
- Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- Attempt to recognize and correct spelling, grammar and punctuation errors

Speaking and Listening Domain:

- Participate in variety of rich structured conversations about grade appropriate topics and texts
- Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
- Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)
- Use strategies to respond to the comments of others to build the conversation
- Ask and answer questions about a text read aloud or information through other media to better student understanding
- Practice asking questions for clarification of key details
- Actively listen to presented information to answer questions
- Use strategies for asking questions that are on a topic
- Use strategies for understanding and answering questions asked of them
- Describe familiar people
- Tell about familiar places
- Describe memorable events
- Explain familiar events

- Report facts and details about experiences feelings and emotions
- Add visuals in order to present detailed information to others
- Construct drawings or gather other visual media when describing
- Present information to others using appropriate visual displays to clearly express ideas
- Express thoughts and feelings and ideas in complete sentences
- Speak audibly to naturally express ideas

Language Domain:

- Formation of upper and lowercase letters
- Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading)
- Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking
- Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking
- Identify different tenses of verbs in reading
- Explain how verbs can express past, present, and future
- Use verb tense to express past, present, and future in writing
- 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.
- Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- Recognize the names of people, days of the week, and months of the year
- Capitalize the appropriate words in the date and the names of people
- Identify different types of end punctuation
- Apply appropriate end punctuation to writing
- Recognize the comma
- Explain the purpose and function of a comma
- Apply rules for using commas in writing to dates and to single word series
- Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation
- Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
- Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling)
- Write a common grapheme (letter or letter group) for each phoneme.
- Orally segment the phonemes in any single syllable, spoken word.
- Recognize that each syllable is organized around a vowel sound.
- Encode and spell common, regular, single-syllable words with short vowels and single consonants and consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- Encode and spell words with Initial and final consonant blends (must, slab, plump).
- Group words into categories that logically fit together
- Explain why the words belong in a group
- Identify attributes of words put into categories

- Use the attribute to extend the definition of categorized words
- Use vocabulary accurately in speaking and writing
- Demonstrate using conjunctions in speaking and writing
- Listen, share and read a variety of texts
- Use new words and phrases when writing, reading and responding to texts

Academic Vocabulary

Detail, Character, Setting, Event, Text feature, Narrator, Illustration, Sequence, Context, Unknown word, Clarity, Expression, Fluency, Inflection, Reread, Fact, Opinion, Topic, Sequence words, Description, Closing statement, Revision, Descriptive words, Spelling, Grammar, Punctuation, Conversation, Turn-taking, Active listening, Questioning, Clarification, Description, Explanation, Report, Visuals, Presentation, Sentence, Expression, Letter formation, Nouns (common, proper, possessive), Pronouns (personal, possessive, indefinite), Verbs (tenses: past, present, future), Capitalization, End punctuation, Comma, Spelling patterns, Phonemic awareness, Vocabulary, Conjunctions

Essential Questions

- What is the central idea or main message of the story?
- How do the characters help us understand the central idea?
- What lesson can we learn from this story?
- What lesson can we learn from this story?
- How do the pictures help you understand the main idea?
- What is point of view?
- What are text features, and why are they important?
- How do text features help us understand what we read?
- What makes a poem different from a story?
- What is rhythm, and how does it make a poem fun to read?
- Why is it important to know who is telling the story?
- Writer's Workshop: Information Procedural Text "How can being a friend help you make friends?"
- What is a procedural text?

Enduring Understandings

- Stories have a main message or central idea that can be understood by looking at the key details and events in the text.
- The central idea helps readers understand the lesson or purpose the author wants to share.
- Readers can connect the central idea of a story to their own experiences, other texts, and the world around them.
- Understanding the central idea helps readers connect stories to their own lives and the world around them.
- The point of view from which a story is told (first person, second person, third person) changes the way the reader experiences the events.
- Illustrations and context clues can help identify point of view.
- Text features help readers locate and understand information more easily.
- Text features work together to help readers make sense of new topics and learn more about a subject.
- Poetry uses words and sounds to express feelings, ideas, and stories in creative ways.

	<ul style="list-style-type: none"> ● Rhyming and rhythm are important features of poetry that help create patterns and music in language. ● Poetry can evoke images and emotions by using descriptive language and sensory details. ● Line breaks and stanzas in a poem help organize the ideas and add meaning to the way the poem is read. ● Rhyming and rhythm are important features of poetry that help create patterns and music in language. ● Procedural texts provide clear, step-by-step instructions to help someone complete a task.
<i>Core Instruction/Supplemental Materials</i>	<i>Assessments</i>
<ul style="list-style-type: none"> ● Social Emotional Learning: Writer's Workshop Focal Text "Do Unto Otters: A Book About Manners" by Laurie Keller ● Diversity, Equity and Inclusion: Module 5, week 1 "The Black Rabbit" by Philippa Leathers ● Holocaust Law: "Color Your World With Kindness" by Christine Carter ● HMH Into Reading Know It Show It workbook ● HMH Into Reading Student Reading book ● HMH Into Reading anchor charts ● HMH Into Reading graphic organizers ● HMH Into Reading Display and Engage cards ● HMH Into Reading Interactive Vocabulary activities ● HMH Writer's Workshop Focal Text: "Do Unto Otters: A Book About Manners" by Laurie Keller ● iReady Student Learning Path and Assignments ● RazKids ● EPIC ● Kahoot ● Prodigy Vocabulary ● Quizziz ● BrainPop 	<p>Formative</p> <ul style="list-style-type: none"> ● Oral assessment ● Exit tickets ● Quizzes ● Daily writing/journals ● Small and whole group discussions <p>Summative</p> <ul style="list-style-type: none"> ● Tests ● Skills assessment/Benchmarks ● Essays/Writing Assignments <p>Alternative</p> <ul style="list-style-type: none"> ● Centers/activities/games ● Performance assessments ● Projects

- Bloocket
- Flipgrid
- PadletTeacher Created Materials
- [Teachers College Reading and Writing Project](#)
- [Blog Jennifer Serravallo](#)
- [We Give Books](#)
- [Sight Words](#)
- [Linda Hoyt Excellence in Literacy Instruction](#)
- [Read Write Think](#)
- [Lester L. Laminack Author and Consultant](#)
- [Seymour Simon Blog](#)
- [Guided Reading Prompt Cards by Shelley Gray | TPT](#)
- [Kathy Schrock's Guide to Everything](#)
- [Two Writing Teachers](#)

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking

Multilingual Learners

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

<ul style="list-style-type: none"> • Challenging problem solving situations • Interactive, independent and interdisciplinary activities 	
<p>Special Education</p> <p>General Modifications:</p> <ul style="list-style-type: none"> • Allow outlining, instead of writing for an essay or major project • Computerized spell-check support • Word bank of choices for answers to test questions • Provision of calculator and/or number line for math tests • Film or video supplements in place of reading text • Reworded questions in simpler language • Projects instead of written reports • Highlighting important words or phrases in reading assignments • Modified workload or length of assignments/tests • Modified time demands • Pass/no pass option • Modified grades based on IEP <p>Behavior Modifications:</p> <ul style="list-style-type: none"> • Breaks between tasks • Cue expected behavior • Daily feedback to student • Use de-escalation strategies • Use positive reinforcement • Use proximity/touch control • Use peer supports and mentoring • Model expected behavior by adults • Have parent sign homework/behavior chart • Set and post class rules • Chart progress and maintain data 	<p>At Risk (Intervention)</p> <ul style="list-style-type: none"> • Maximize use of community resources • Connect family to school and school activities • Support through transition • Help develop compensating strategies • Increase opportunity for positive peer group influences • Supplemental courses • Placement in small and interactive groups

Grade: 1	Course: ELA
Pacing Guide: 9 weeks	
Unit: 3 Module 7-9 Writer's Workshop: Poetry, Write a Poem	Big Idea: <ul style="list-style-type: none"> • Module 7: The Big Outdoors “Things in the natural world change” • Module 8: Tell Me a Story “Stories can teach us many lessons” • Module 9: Grow Plants Grow “Plants grow, develop and change”
<i>Content Area NJSLs Performance Expectations Addressed</i>	
Reading Domain: <ul style="list-style-type: none"> • RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). • RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). • RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. • RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. • RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed. • RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). • RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). Writing Domain <ul style="list-style-type: none"> • W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts. <ul style="list-style-type: none"> A. Introduce an opinion. B. Support the opinion with facts or other information and examples related to the topic. C. Provide a conclusion. • W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. <ul style="list-style-type: none"> A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. C. Provide a conclusion. • W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing. 	

- A. With prompts and support, identify audience and purpose before writing.
- B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language Domain:

- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 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).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.

E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).

G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

- B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Interdisciplinary Connections

Visual and Performing Arts:

- 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)

Social Studies:

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 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).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking

- 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.
- 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.

Career Readiness, Life Literacies, and Key Skills

Technology Standards:

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

21st Century Skills Standards:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.

- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- Understand what key details are
- Determine what key details are in a text
- Recall key details of texts
- Ask and answer questions about key details
- Ask and prompt who, what where, when, why and how regarding details of a text
- Answer when prompted and use key details from the text
- Ask and answer questions about key details, with support
- Identify the key details of a story
- Retell stories in their words capturing the key details
- Explain the story's central idea or message
- Identify the key details of a text
- Retell texts in their own words capturing the key details
- Identify the main topic of the text
- Identify the key people, events, ideas, or information in a text
- Explain how two individuals, events, ideas or pieces of information are linked
- Recognize feeling words and phrases in texts
- Recognize sensory words texts
- Describe what feeling or sense the words and phrases are appealing to
- Identify words in text where the meaning is unclear or unknown
- Ask and answer questions to help understand what words and phrases mean in the text
- Provide a statement or other expression that shows understanding of unknown words in a informational text, using text content
- Use strategies when faced with an unknown word
- Interpret illustrations to develop a better understanding of the story
- Identify an illustration that helps to describe the character, setting, events
- Explain how illustrations describe important story elements
- Describe story elements using story details

- Interpret illustrations to develop a better understanding of the text
- Identify an illustration that helps describe the key details
- Explain how illustrations describe important key details
- Describe a text using the details
- Identify the characters in stories
- Describe characters' experiences in the stories
- Identify similarities and differences in characters' experiences in stories
- Identify similarities and differences in what happened to the characters
- Determine how characters solve problems
- Describe texts that are read, using various points (e.g., pictures, descriptions, etc)
- Identify the similarities and differences of two texts on the same topic
- Use various points of comparison (e.g., pictures, descriptions, etc)
- Participate in reading activities, either in a group or independently
- Articulate the purpose of the reading activities
- Model and develop engaging reading habits that lead to reading increasingly complex texts independently
- Understand how a sentence is organized
- Identify the first word of a sentence
- Identify the capitalization used to begin the sentence
- Identify the various types of end punctuation
- Identify long and short vowel sounds in single syllable words
- Produce the sound for each letter and blend to make a word
- Take apart a word by sounds
- Discern letter sounds at the beginning, middle, and end of words
- Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words
- Determine each phoneme of spoken one-syllable words
- Identify digraphs in orally produced words
- Produce the letters that make the sounds in words with digraphs
- Use specific strategies to decode words with digraphs
- Produce the letter sounds to make a one-syllable word
- Identify irregularly spelled words when reading
- Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding
- Identify long and short vowels when reading one-syllable words
- Accurately read both long and short vowels in common one-syllable words
- Use specific strategies to decode words using syllables

- Recognize the vowel sound in every syllable
- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud
- Use appropriate self-correction strategies to read words and for understanding
- Reread text to better understand what was read, when necessary

Writing Domain:

- Introduce the topic
- Express an opinion on the topic
- Include a reason to support the opinion
- Include a closing statement or section
- Discern facts from opinion
- Introduce a topic that is well known
- Include some facts about a topic
- Write a closing statement
- Respond to adults' and peers' (conferences and writing partner) questions and suggestions
- Strengthen writing and ideas as needed.
- Reflect on writing and make changes
- Add descriptive words and details
- Recognize and correct spelling, grammar and punctuation errors
- Use technology to create and publish writing, with support when necessary
- Use technology to collaborate with peers, with adult support when necessary
- Understand their role in the shared projects
- Contribute to the project from beginning to end
- Use graphic organizers to aid in collaboration
- Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions
- Take notes on the key details of provided information
- Read provided information to answer research questions and take notes
- Recall from their own background knowledge to answer research questions

Speaking and Listening Domain:

- Participate in variety of rich structured conversations about grade appropriate topics and texts
- Follow agreed upon rules for listening to others and taking turns speaking about topics and texts
- Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)
- Use strategies to respond to the comments of others to build the conversation
- Ask question(s) when confused during a discussion

- Ask and answer questions about a text read aloud or information through other media to better student understanding
- Practice asking questions for clarification of key details
- Actively listen to presented information to answer questions
- Use strategies for asking questions that are on a topic
- Use strategies for understanding and answering questions asked of them
- Describe familiar people
- Tell about familiar places
- Describe memorable events
- Explain familiar events
- Report facts and details about experiences feelings and emotions
- Add visuals in order to present detailed information to others
- Construct drawings or gather other visual media when describing
- Present information to others using appropriate visual displays to clearly express ideas
- Express thoughts and feelings and ideas in complete sentences
- Speak audibly to naturally express ideas

Language Domain:

- Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking
- Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking
- Identify different tenses of verbs in reading
- Explain how verbs can express past, present, and future
- Use verb tense to express past, present, and future in writing
- Identify adjectives and explain their function in reading
- Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- Use common adjectives in writing
- Identify conjunctions and explain their function in reading
- Use common conjunctions in writing
- Identify determiners and explain their function in reading
- Use determiners in writing
- Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- Write statements in response to questions, and questions transformed from statements, using conventional word order.
- Understand that dates and names are capitalized
- Recognize proper nouns when reading and apply when writing
- Apply knowledge of ending punctuation to writing
- Recognize the comma
- Explain the purpose and function of a comma

- Apply rules for using commas in writing to dates and to single word series
- Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation
- Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
- Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts
- Explain the meaning of common affixes
- Demonstrate accurate inflection when reading (reading a question vs. reading a statement)
- Use knowledge of common affixes and inflection to understand words
- Apply root words and their inflectional forms in reading, writing and speaking
- Consistently decode words using the meaning of affixes root word, and inflection as a clue
- Group words into categories that logically fit together
- Explain why the words belong in a group
- Identify attributes of words put into categories
- Use the attribute to extend the definition of categorized words
- Use and understand words that are rich in meaning in reading, speaking, and writing
- Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing
- 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.
- Use vocabulary accurately in speaking and writing
- Demonstrate using conjunctions in speaking and writing
- Listen, share and read a variety of texts
- Use new words and phrases when writing, reading and responding to texts

Academic Vocabulary

Key details, Central idea, Characters, Setting, Events, Main topic, Link, Feeling words, Sensory words, Unknown word, Context, Illustration, Story elements, Comparison, Sentence, Capitalization, End punctuation, Vowel sounds, Phoneme, Digraphs, Syllable, Decoding, Irregularly spelled words, Vowel patterns, Fluency, Topic, Opinion, Reason, Closing statement, Facts, Descriptive words, Spelling, Grammar, Punctuation, Technology, Collaboration, Graphic organizers, Research, Notes, Conversation, Turn-taking, Active listening, Questioning, Description, Emotion, Visuals, Collaboration, Presentation, Sentence, Nouns (singular, plural), Verbs (tenses: past, present, future), Pronouns (personal, possessive, indefinite), Adjectives, Conjunctions, Determiners, Capitalization, End punctuation, Comma, Spelling patterns, Phonemic awareness, Affixes, Inflection, Root words, Vocabulary

Essential Questions

- What is the big idea or message in this book?
- Why do you think the author wrote this story?

Enduring Understandings

- Stories often teach important lessons

<ul style="list-style-type: none"> • What can we learn from the problems and solutions in this story? • How does this story connect to your life or what you already know? • How do illustrations help us understand the story better? • How can making connections to the stories we read to our own lives, other books, or the world around us? • How can we make inferences and use clues from a story to figure out what is happening? • How can we use evidence from a story to explain our thinking? • Writer's Workshop: Poetry - What do you see and know in Nature? • How can poems help us understand our feelings or the world around us? 	<ul style="list-style-type: none"> • Every story has a big idea or message that helps readers think about life, feelings, and relationships. • Stories show how problems can be solved in different ways, helping us learn how to face challenges in our own lives. • Readers can connect stories to their own lives and experiences, making reading more meaningful and enjoyable. • Illustrations help readers understand and visualize the story. • Illustrations and text work together to tell a complete story. • Illustrations can give extra details that the text does not say. • Stories can help us understand ourselves and the world around us. • Books and stories can remind us of other books or things we have experienced. • We can find similarities and differences between characters, events, and settings in stories and real life. • Good readers ask questions and look for evidence to make smart guesses about a story. • Making inferences helps us better understand characters, settings, and events in a story. • Using text evidence to support our inferences makes stronger readers. • Poetry uses words and sounds to express feelings, ideas, and stories in creative ways. • Poetry can evoke images and emotions by using descriptive language and sensory details. • Poetry is a form of self-expression and a way to share our thoughts and experiences with others. • Taking a walk in nature can be inspiration for poetry
Core Instruction/Supplemental Materials	Assessments
<ul style="list-style-type: none"> • Social Emotional Learning: Module 8, week 2 'Red Knit Cap Girl and the Reading Tree' by Naoko Stoop • Diversity, Equity and Inclusion: Module 8, week 3 "My Name is Gabriela" by Monica Brown 	Formative <ul style="list-style-type: none"> • Oral assessment • Exit tickets • Quizzes

- HMH Into Reading Know It Show It workbook
- HMH Into Reading Student Reading book
- HMH Into Reading anchor charts
- HMH Into Reading graphic organizers
- HMH Into Reading Display and Engage cards
- HMH Into Reading Interactive Vocabulary activities
- HMH Writer's Workshop Focal Text: "Ask Me" by Bernard Weber
- iReady Student Learning Path and Assignments
- RazKids
- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- PadletTeacher Created Materials
- Teacher Created Materials
- [Teachers College Reading and Writing Project](#)
- [Blog Jennifer Serravallo](#)
- [We Give Books](#)
- [Sight Words](#)
- [Linda Hoyt Excellence in Literacy Instruction](#)
- [Read Write Think](#)
- [Lester L. Laminack Author and Consultant](#)
- [Seymour Simon Blog](#)
- [Guided Reading Prompt Cards by Shelley Gray | TPT](#)
- [Kathy Schrock's Guide to Everything](#)
- [Two Writing Teachers](#)

- Daily writing/journals
- Small and whole group discussions

Summative

- Tests
- Skills assessment/Benchmarks
- Essays/Writing Assignments

Alternative

- Centers/activities/games
- Performance assessments
- Projects

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.

Multilingual Learners

- Alternate Responses

<ul style="list-style-type: none"> • Regular classroom curricula and instruction that is adapted, modified, or replaced. • Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials. • Integrated G&T programming into the general education school day. • Flexible groupings of students to facilitate differentiated instruction and curriculum. <p>Learning Environments:</p> <ul style="list-style-type: none"> • Extensive outside reading • Active classroom discussion • Innovative oral and written presentations • Deductive and inductive reasoning • Independent writing and research • Divergent thinking • Challenging problem solving situations • Interactive, independent and interdisciplinary activities 	<ul style="list-style-type: none"> • Notes in Advance • Extended Time • Simplified Instruction (written and verbal) • Online Dictionary • Use lots of visuals • Use physical activity; model, role-play • Repeat/Rephrase often • Use lower level materials when appropriate
<p>Special Education</p> <p>General Modifications:</p> <ul style="list-style-type: none"> • Allow outlining, instead of writing for an essay or major project • Computerized spell-check support • Word bank of choices for answers to test questions • Provision of calculator and/or number line for math tests • Film or video supplements in place of reading text • Reworded questions in simpler language • Projects instead of written reports • Highlighting important words or phrases in reading assignments • Modified workload or length of assignments/tests • Modified time demands • Pass/no pass option • Modified grades based on IEP <p>Behavior Modifications:</p> <ul style="list-style-type: none"> • Breaks between tasks • Cue expected behavior 	<p>At Risk (Intervention)</p> <ul style="list-style-type: none"> • Maximize use of community resources • Connect family to school and school activities • Support through transition • Help develop compensating strategies • Increase opportunity for positive peer group influences • Supplemental courses • Placement in small and interactive groups

- | | |
|--|--|
| <ul style="list-style-type: none">• Daily feedback to student• Use de-escalation strategies• Use positive reinforcement• Use proximity/touch control• Use peer supports and mentoring• Model expected behavior by adults• Have parent sign homework/behavior chart• Set and post class rules• Chart progress and maintain data | |
|--|--|

Grade: 1	Course: ELA
Pacing Guide: 9 weeks	
Unit: 4: Modules 10-12 Writer's Workshop: Opinion Letter	Big Idea: Module 10:Dare to Dream "Thinking in New Ways" Module 11:Genre Study "Nonfiction" Module 12: Genre Study "Literary Texts" <u>Writer's Workshop:</u>Opinion letter "The best thing I learned in first grade"
<i>Content Area NJSLs Performance Expectations Addressed</i>	
<p>Reading Domain:</p> <ul style="list-style-type: none"> • RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). • • RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). • RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). • RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how). • RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. • RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. • RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). • RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). <p>Writing Domain</p> <ul style="list-style-type: none"> • W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts. <ul style="list-style-type: none"> A. Introduce an opinion. B. Support the opinion with facts or other information and examples related to the topic. C. Provide a conclusion. • W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. <ul style="list-style-type: none"> A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence. B. Provide dialogue and/or description and details of experiences, events, or characters. C.Use transitional words to manage the sequence of events. 	

- D. Provide a reaction to the experiences or events.
- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language Domain:

- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 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).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - B. Decode regularly spelled one-syllable words.
 - C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).

G. Recognize the parts of high-frequency words that are regular and the parts that are irregular. n

- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).
- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
 - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Interdisciplinary Connections

Social Studies:

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 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).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Visual and Performing Arts:

- 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)
- 1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

Computer Science and Design Thinking

- 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.
- 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.

Career Readiness, Life Literacies, and Key Skills

Technology Standards:

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

21st Century Skills Standards:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and

- persevere in solving them.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- Understand what key details are
- Determine what key details are in a text
- Recall key details of texts
- Ask and answer questions about key details
- Ask and prompt who, what where, when, why and how regarding details of a text
- Answer when prompted and use key details from the text
- Ask and answer questions about key details, with support
- Identify the key details of a story
- Retell stories in their words capturing the key details
- Explain the story's central idea or message
- Identify the key details of a text
- Retell texts in their own words capturing the key details
- Identify the main topic of the text
- Identify the key people, events, ideas, or information in a text
- Explain how two individuals, events, ideas or pieces of information are linked
- Recognize feeling words and phrases in texts
- Recognize sensory words texts
- Describe what feeling or sense the words and phrases are appealing to
- Interpret illustrations to develop a better understanding of the story
- Identify an illustration that helps to describe the character, setting, events
- Explain how illustrations describe important story elements
- Describe story elements using story details
- Interpret illustrations to develop a better understanding of the text
- Identify an illustration that helps describe the key details
- Explain how illustrations describe important key details
- Describe a text using the details
- Identify the key points an author is making in a text
- Recognize the author's reasoning by finding support within the text

- Explain how this information is useful, with scaffolding, as needed
- Identify the characters in stories
- Describe characters' experiences in the stories
- Identify similarities and differences in characters' experiences in stories
- Identify similarities and differences in what happened to the characters
- Determine how characters solve problems
- Describe texts that are read, using various points (e.g., pictures, descriptions, etc)
- Identify the similarities and differences of two texts on the same topic
- Use various points of comparison (e.g., pictures, descriptions, etc)
- Participate in reading activities, either in a group or independently
- Articulate the purpose of the reading activities
- Model and develop engaging reading habits that lead to reading increasingly complex texts independently
- Understand how a sentence is organized
- Identify the first word of a sentence
- Identify the capitalization used to begin the sentence
- Identify the various types of end punctuation
- Identify long and short vowel sounds in single syllable words
- Produce the sound for each letter and blend to make a word
- Take apart a word by sounds
- Discern letter sounds at the beginning, middle, and end of words
- Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words
- Determine each phoneme of spoken one-syllable words
- Identify digraphs in orally produced words
- Produce the letters that make the sounds in words with digraphs
- Use specific strategies to decode words with digraphs
- Produce the letter sounds to make a one-syllable word
- Identify irregularly spelled words when reading
- Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding
- Identify long and short vowels when reading one-syllable words
- Accurately read both long and short vowels in common one-syllable words
- Use specific strategies to decode words using syllables
- Recognize the vowel sound in every syllable
- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud

- Use appropriate self-correction strategies to read words and for understanding
- Reread text to better understand what was read, when necessary

Writing Domain:

- Introduce the topic
- Express an opinion on the topic
- Include a reason to support the opinion
- Include a closing statement or section
- Tell events in a sequence
- Describe events using details
- Use sequence words to show order of events (e.g., now, when, then)
- End with a closing sentence
- Respond to adults' and peers' (conferences and writing partner) questions and suggestions as needed
- Reflect on writing and make changes
- Add descriptive words and details
- Recognize and correct spelling, grammar and punctuation errors
- Use technology to create and publish writing, with support when necessary
- Use technology to collaborate with peers, with adult support when necessary
- Understand their role in the shared projects
- Contribute to the project from beginning to end
- Use graphic organizers to aid in collaboration
- Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions
- Take notes on the key details of provided information
- Read provided information to answer research questions and take notes
- Recall from their own background knowledge to answer research questions

Speaking and Listening:

- Participate in a variety of conversation (such as whole class discussions, literature circles, buddy reading and writing partners)
- Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)
- Ask question(s) when confused about a discussion
- Ask and answer questions about a text read aloud or information through other media to better student understanding
- Practice asking questions for clarification of key details
- Actively listen to presented information to answer questions
- Use strategies for asking questions that are on a topic

- Use strategies for understanding and answering questions asked of them
- Describe familiar people
- Tell about familiar places
- Describe memorable events
- Explain familiar events
- Report facts and details about experiences feelings and emotions
- Add visuals in order to present detailed information to others
- Construct drawings or gather other visual media when describing
- Present information to others using appropriate visual displays to clearly express ideas
- Express thoughts and feelings and ideas in complete sentences
- Speak audibly to naturally express ideas

Language Domain:

- Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking
- Identify different tenses of verbs in reading
- Explain how verbs can express past, present, and future
- Use verb tense to express past, present, and future in writing
- Identify adjectives and explain their function in reading
- Use common adjectives in writing
- Identify conjunctions and explain their function in reading
- Use common conjunctions in writing
- Identify determiners and explain their function in reading
- Use determiners in writing
- Identify and explain the purpose of prepositions in reading
- Use prepositional words in writing
- Demonstrate sentence variety in speaking and writing
- Understand that dates and names are capitalized
- Recognize proper nouns when reading and apply when writing
- Apply knowledge of ending punctuation to writing
- Apply rules for using commas in writing to dates and to single word series
- Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation
- Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
- Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts
- Explain the meaning of common affixes
- Demonstrate accurate inflection when reading (reading a question vs. reading a statement)
- Use knowledge of common affixes and inflection to understand words
- Apply root words and their inflectional forms in reading, writing and speaking

- Consistently decode words using the meaning of affixes root word, and inflection as a clue
- Use and understand words that are rich in meaning in reading, speaking, and writing
- Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing
- Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives
- Use vocabulary accurately in speaking and writing
- Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- Demonstrate using conjunctions in speaking and writing
- Listen, share and read a variety of texts
- Use new words and phrases when writing, reading and responding to texts

Academic Vocabulary

Key details, Central idea, Characters, Setting, Events, Main topic, Link, Feeling words, Sensory words, Unknown word, Context, Illustration, Story elements, Comparison, Sentence, Capitalization, End punctuation, Vowel sounds, Phoneme, Digraphs, Syllable, Decoding, Irregularly spelled words, Vowel patterns, Fluency, Author's purpose, Author's reasoning, Characters' experiences, Problem-solving, Text features, Similarities and differences, Topic introduction, Opinion expression, Reasoning, Closing statement, Sequence of events, Event description, Sequence words, Closing sentence, Question response, Reflection on writing, Descriptive language, Spelling, grammar, punctuation, Technology use, Collaboration, Project contribution, Graphic organizers, Research information, Note-taking, Conversation participation, Active listening, Question asking, Question answering, Clarification questions, Description of people, places, events, Emotion and feelings description, Visual aid creation, Presentation of information, Sentence expression, Pronoun knowledge, Verb tense identification, Verb usage, Adjective identification, Adjective usage, Conjunction identification, Conjunction usage, Determiner identification, Determiner usage, Preposition identification, Preposition usage, Sentence variety, Capitalization rules, Proper noun recognition, Punctuation application, Spelling patterns, Context clue usage, Affix meaning explanation, Inflection demonstration, Root word understanding, Word diversity, Vocabulary usage

Essential Questions

- Why did the author write this story?
- What is the author's purpose for writing the story?
- How does the way a text is organized help us understand it?
- What is a biography?
- Why do we read and write about real people?
- Why are key details in a biography important?
- How can we use nonfiction books to answer questions about the world?

Enduring Understandings

- Authors write with a purpose, whether it's to entertain, inform, or teach.
- The details in a text support the main message or lesson the author is trying to share.
- Texts are organized in different ways to help readers find information, follow a story, and understand ideas.
- Features like titles, pictures, and order of events help make reading easier and more meaningful.

- What lessons do fables and folktales teach us?
- Writer's Workshop: Opinion Letter
- How can students be encouraged to share their opinions with a reason in writing?"

- A biography is a true story about a real person's life.
- People's actions, choices, and experiences shape their lives.
- We can learn important lessons from the lives of others.
- A biography is told in order, from the person's early life to later achievements.
- Writers use facts and details to tell a true story about a person.
- Fables and folktales are old stories passed down from generation to generation.
- Many fables teach a moral or lesson that helps us understand how to behave in life.
- Narratives, informational texts, and biographies, all have similarities that connect them under the genre of nonfiction texts.
- Realistic fiction, folktale and fantasy texts all have similarities that connect them under the genre of fiction texts.
- Nonfiction texts provide real information about the world around us.
- Nonfiction texts help us learn about real people, animals, places, and events.
- Opinions are beliefs or ideas that can't be proved
- Opinions are ideas that people have, and they can be different from others.
- Good opinion writing includes a reason to support the opinion.

Core Instruction/Supplemental Materials

Assessments

- Social Emotional Learning: Module 12: “Sky Color “ by Peter Reynolds
- Diversity, Equity and Inclusion: Module 12 “Sukis’s Kimono” by Chieri Uegaki
- Amistad Law: “Module 10, The Girls Who Could Dance in Outer Space” by Maya Cointreau
- Teacher Created Materials
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- HMH Into Reading graphic organizers
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- [Guided Reading Prompt Cards by Shelley Gray | TPT](#)
- [Kathy Schrock's Guide to Everything](#)
- [Two Writing Teachers](#)
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Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities

Multilingual Learners

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Special Education

General Modifications:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text

At Risk (Intervention)

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses

<ul style="list-style-type: none"> • Reworded questions in simpler language • Projects instead of written reports • Highlighting important words or phrases in reading assignments • Modified workload or length of assignments/tests • Modified time demands • Pass/no pass option • Modified grades based on IEP <p>Behavior Modifications:</p> <ul style="list-style-type: none"> • Breaks between tasks • Cue expected behavior • Daily feedback to student • Use de-escalation strategies • Use positive reinforcement • Use proximity/touch control • Use peer supports and mentoring • Model expected behavior by adults • Have parent sign homework/behavior chart • Set and post class rules • Chart progress and maintain data 	<ul style="list-style-type: none"> • Placement in small and interactive groups
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Tab 1

[Turn on screen reader support](#)

To enable screen reader support, press Ctrl+Alt+Z To learn about keyboard shortcuts, press Ctrl+slash