



Totowa Public Schools

English Language Arts

Grade 1

Aligned to NJSLA 2020

BOE Adopted: 08/31/2022

Revision Date: 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Unit 1: My Neighborhood	8 Weeks	Lessons in this unit satisfy Holocaust Law, AAPI Law
Unit 2: I Spy	6 Weeks	
Unit 3: Imagine That	8 Weeks	
Unit 4: Making History	6 Weeks	Lessons in this unit satisfy Amistad Law
Unit 5: Beyond My World	8 Weeks	Lessons in this unit satisfy Climate Change, & DEI Laws
		Curricular Mandate List

Unit Title	My Neighborhood
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>Students will explore a variety of realistic fiction, informational, and procedural text in a themed unit designed on “what is a neighborhood”. Throughout the unit phonological awareness, phonics, read aloud(s), independent leveled readers, and writing workshop studies will culminate into a project-based inquiry learning task. The project-based learning will investigate researching people who work in the student’s neighborhood. Students will navigate text to draw conclusions on researching and problem-solving an issue related to their neighborhood in Totowa.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What is a neighborhood? • How can neighbors help each other? • What can I see in the neighborhood? • How can I get to know my neighbors? • What do readers do in reading workshop? • What do writers do in writing workshop?
Enduring Understandings	<ul style="list-style-type: none"> • Readers know how to select books from different genres at their just-right level. • Readers discuss their books with others to gain deeper understanding. • Readers use text features and graphics to find information. • Writers can communicate knowledge to others through an informational piece.

<p>Learning Outcomes</p>	<p>READING</p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text • Compare and contrast two texts • Identify the main topic and retell key details of a text • <i>Chrysanthemum by Kevin Henkes (Holocaust)</i> • <i>Gift for Amma: Market Day in India (AAPI)</i> <p>WRITING</p> <ul style="list-style-type: none"> • Identify the main topic and retell key details of a text • Learn the characteristics of informational books <p>LANGUAGE</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, grammar, and spelling when writing <p>Students will know about ...</p> <p>REALISTIC FICTION</p> <ul style="list-style-type: none"> • Describing characters • Describing settings <p>INFORMATIONAL TEXT</p> <ul style="list-style-type: none"> • Finding and using text features (realistic fiction, nonfiction, procedural) • Finding and using graphics <p>WRITING</p> <ul style="list-style-type: none"> • Responding orally to a variety of text genres • Responding in writing to a variety of text genres
<p>High Frequency Words</p>	<p>a, I, his, is, see, do, like, one, the, we, are, by, look, was, you, have, that, they, two, up, as, he, three, to, with, where, here, for, me, go</p>
<p>Phonics</p>	<p>Phonological Awareness: Medial Sounds; Recognize Alliteration; Segment and Blend Phonemes</p> <p>Phonological Awareness: Medial Sounds; Recognize Alliteration; Segment and Blend Phonemes</p> <p>Phonological Awareness: Medial Sounds; Recognize Alliteration; Add Phonemes</p>

	<p>Phonological Awareness: Medial Sounds; Initial Sounds; Segment and Blend Phonemes</p> <p>Phonological Awareness: Medial Sounds; Initial Sounds; Segment and Blend Phonemes</p> <p>Phonological Awareness: Initial Sounds; Final Sounds; Change Phonemes</p> <p>Phonics: Short a; Mm /m/, Ss /s/, Tt /t/</p> <p>Phonics: Short i; Cc /k/, Pp /p/, Nn /n/</p> <p>Phonics: Short o; Ff /f/, Bb /b/, Gg /g</p> <p>Phonics: Short e; Dd /d/, Ll /l/, Hh /h/</p> <p>Phonics: Short u; Rr /r/, Ww /w/, Jj /j/, Kk /k/</p> <p>Phonics: Qu, qu /kw/; Vv /v/, Yy /y/, Zz /z/</p>
Assessment Evidence	
Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>

Resources to Promote Learning

Resources: Digital and Print

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform, *The Blackout*, *from Henry on Wheels*, *Look Both Ways!*, *Garden Party and Click, Clack, Click!*, *Making a Map*, *Chrysanthemum* (Holocaust) *Gift for Amma: Market Day in India* (AAPI) [Approved Class Resource List](#)

Content & Interdisciplinary Standards

2016 New Jersey Student Learning Standards for English Language Arts

Reading: Literature

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

Reading: Informational Text

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

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

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

Reading: Foundational Skills

Print Concepts

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

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.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Phonics and Word Recognition

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.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.

Writing

Text Types and Purposes

NJSLSA.W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

Research to Build and Present Knowledge

NJSLSA.W 7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

SL.1.1a. 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).

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 2nd Grade)

- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 2nd Grade)

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Interdisciplinary / 21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking & Problem Solving • Collaboration and Team Work • Creativity and Innovation • Digital Citizenship • Economic and Government Influences • Civic Responsibility • Global and Cultural Awareness • Career Awareness Planning
Health and PE	<ul style="list-style-type: none"> • 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. • 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
Social Studies	<ul style="list-style-type: none"> • 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). • 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). • 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

	<ul style="list-style-type: none"> 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
SEL	<ul style="list-style-type: none"> Self- Management - Understand and practice strategies for managing one's own emotions, thoughts, and behaviors. Social Awareness - Recognize and identify the thoughts, feelings, and perspectives of others <p>New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Unit Title	I Spy
Unit Duration	6 Weeks
Unit Summary & Rationale	<p><i>Students will explore a variety of informational, fiction, and poetry in a themed unit designed on "I Spy". Throughout the unit phonological awareness, phonics, read aloud(s), independent leveled readers, and writing workshop studies will culminate into a project-based inquiry learning task. The project-based learning will investigate real-world learning by researching and problem-solving an issue related to the theme of I Spy. Students will navigate text to gather research on animals. Students will be constructing a letter to a local zoo about an animal they feel should be added to the zoo.</i></p>
Unit Goals	

<p>Essential Questions</p>	<ul style="list-style-type: none"> • How do living things grow and change? • How are baby animals different from their parents? • How do plants grow and change? • How do animals grow and change? • How do animals change with the seasons? • How do people grow and change? • What are important features of informational text? • When writing informational text, can students develop elements of a main idea, adding facts and details, and adding simple graphics?
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • Phonological awareness regarding segment and blend phonemes, final sounds, and change phonemes. • Producing rhyming words by adding and removing phonemes. • Distinguish between short and long a. • Find main idea and important details. • Determining text structures. • Making inferences. • Understanding author's purpose. • Describing elements of poetry. • Find elements of drama. • Adding main idea and details to writing. • Applying facts and details to writings. • Applying features and simple graphics to writing. • Organizing writing pieces and structuring pieces. • Editing and analyzing writing. <p>Inquiry and Research in My Neighborhood: Career Exploration - Research people who work in your neighborhood to find out what they do.</p>

Learning Outcomes

READING

Learn the characteristics of informational books

Ask and answer questions about key details in informational, poetry and drama texts

Determine main idea and the central message

Synthesize information

WRITING

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

SPEAKING AND LISTENING

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults.

LANGUAGE

Use correct capitalization and subject verb agreement

Students will know about ...

INFORMATIONAL TEXT

Finding the main idea in an informational text

Brainstorming topic and main idea to write an informational book

Explore facts and details and use these to write an informational text

Making inferences

Asking and answering questions

Finding and using text features

Using correct capitalization and subject-verb agreement when writing informational text

POETRY

Describing elements of poetry

Creating new understandings

DRAMA

Finding elements of drama

Making inferences

High Frequency Words	help, little, come, my, saw, walk, she, what, take, jump this, use, from, think, blue, goes, make, her, too, all, four, five, ride, your, part
Phonics	Phonological Awareness: Segment and Blend Phonemes; Final Sounds; Change Phonemes Phonological Awareness: Produce Rhyming Words; Add and Remove Phonemes Phonological Awareness: Segment and Blend Phonemes; Add and Remove Phonemes Phonics: Initial Consonant Blends; Final Xx /ks/ Phonics: /k/ Sound Spelled ck; /s/ Sound and/z/ Sound Spelled Ss Phonics: Final Consonant Blends; Inflectional Ending -s Phonological Awareness: Produce Rhyming Words; Change Phonemes Phonological Awareness: Change Phonemes; Medial Sounds; Distinguish Between Short and Long a Phonics: Consonant Digraphs sh, th; Inflectional Ending -ing Phonics: Long a Sound Spelled VC e; Vowel
Assessment Evidence	
Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.

Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources: Digital and Print	<p>Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform, <i>The Life of a Frog</i>, <i>The Life Cycle of a Sunflower</i>, <i>How Do Baby Animals Grow?</i>, <i>Poetry Collection: “The Long Sleep”</i>; “Changes”, <i>Bigger Shoes for the Big Race</i>, Approved Class Resource List</p>
Content & Interdisciplinary Standards	
<p>Reading: Literature NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details</p> <p>Craft and Structure NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Informational Text

Range of Reading and Level of Text Complexity

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

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

RI.1.10 With prompting and support, read informational texts at grade level text complexity or above

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above

Reading: Foundational Skills

Phonological Awareness

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.

Phonics and Word Recognition

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).
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

Writing

Text Types and Purposes

NJSLSA.W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

NJSLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

Research to Build and Present Knowledge

NJSLSA.W 7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

SL.1.1a. 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).

SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.5d. 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.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

2020 SLS: Computer Science & Design Thinking

- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process

2020 SLS: Career Readiness, Life Literacies, and Key Skills

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9)

Interdisciplinary / 21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking & Problem Solving • Creativity and Innovation • Information and Media Literacy
Health/PE	<ul style="list-style-type: none"> • 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. • 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
Science	<ul style="list-style-type: none"> • 1-LS1-2: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. • 1-LS3: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
Social Studies	<ul style="list-style-type: none"> • 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
SEL	<ul style="list-style-type: none"> • Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ.

	<ul style="list-style-type: none"> Recognize the skills needed to establish and achieve personal and educational goals. <p>New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</p>
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Unit Title	Imagine That
Unit Duration	6 Weeks
Unit Summary & Rationale	<p><i>Students will explore a variety of informational, fiction, and poetry in a themed unit designed on “Imagine That”. Throughout the unit phonological awareness, phonics, read aloud(s), independent leveled readers, and writing workshop studies will culminate into a project-based inquiry learning task. The project-based learning will investigate real-world learning by researching and problem-solving an issue related to the theme of Imagine That. Students will navigate text to gather research on folktales. The goal of the unit’s PBL will be for students to construct a persuasive/opinion text explaining why the moral or lesson of a folktale is important.</i></p>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> How can we use our imaginations?

	<ul style="list-style-type: none"> • Why is it important to plan ahead? • How do tricky characters use their imaginations? • How can imagination lead to a new idea? • How can stories help us learn lessons? • Why are art and music classes important? • How important is the moral and lesson to a story?
Enduring Understandings	<ul style="list-style-type: none"> • Phonological awareness involving blend phonemes. • Distinguishing short and long vowel sounds. • Context clues • Describing plot • Discussing Author's Purpose • Describing Main Idea and Setting in Fiction text • Building connections while reading • Synonyms and Antonyms • Understanding Poetry • Exploring imagery • Elements of poetry • Third person text • Subject-verb agreement • Applying word choice • Using singular and plural nouns
Learning Outcomes	<p>READING</p> <p>Identify words and phrases in poems that suggest feelings or appeal to the senses</p> <p>Retell stories and demonstrate understanding of their central message or lesson</p> <p>Identify characteristics of folktales and fairy tales</p> <p><i>Lailah's Lunchbox: A Ramadan Story (DEI/AAPI)</i></p>

WRITING

Write narratives in prose and poetry form

Learn the elements of poetry

LANGUAGE

Demonstrate command of the conventions of standard English grammar and usage (focus: correct usage of pronouns; adverbs that convey time)

SPEAKING AND LISTENING

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

Students will know about ...

FABLES and FOLKTALES

Plot, setting, main idea in traditional tales

Common characteristics of traditional tales

Author's purpose and intended lesson

WRITING POETRY

Elements of poetry

Generating ideas for writing a poem

Applying imagery and sound words to poems

Phonics	Phonological Awareness: Segment and Blend Phonemes; Manipulate Phonemes Phonological Awareness: Remove Phonemes; Medial /ū/; Distinguish Between /u/ and /ū Phonological Awareness: Remove Phonemes; Segment and Blend Phonemes; Distinguish Between /e/ and /ē
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	<p>Phonological Awareness: Final /ī/ and /ē/; Segment and Blend Phonemes; Manipulate Phonemes</p> <p>Phonological Awareness: Final Sounds; Syllables; Add Phonemes</p> <p>Phonological Awareness: Segment and Blend Phonemes: Compound Words; Add Phonemes</p> <p>Phonics: Consonant Digraphs and Trigraphs; Contractions</p> <p>Phonics: Long o Spelled VCe; Long u and eSpelled VCe</p> <p>Phonics: Long e Spelled e, ee; Inflectional Ending -ed</p> <p>Phonics: Long o Spelled VCe; Long u and e Spelled VCe</p> <p>Phonics: Long e Spelled e,ee; Inflectional Ending -ed</p> <p>Phonics: r-Controlled Vowels or, ore;Compound Words</p>
High Frequency Words	round, good, said, no, put, could, be, old, why, of ,or, live, work, who, out there, down, drink, now, together grow, full, around, find, under, eat, play, so, their, some
Assessment Evidence	
Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative and Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.

	<p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
<p>Resources to Promote Learning</p>	
<p>Resources: Digital and Print</p>	<p>Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, <i>The Clever Monkey</i>, <i>Poetry Collection: “Poodle Doodles”</i>; <i>“The Box”</i>; <i>“Sandcastle”</i>, <i>The Cow and the Tiger</i>, <i>Thumbs Up for Art and Music!</i>, <i>Mosni Can Help (DEI)</i>, <i>Lailah's Lunchbox: A Ramadan Story (DEI/AAPI)</i> The Savvas Online Platform Approved Class Resource List</p>
<p>2016 NJSLA ELA Standards</p>	
<p>Reading: Literature NJSLA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details Craft and Structure NJSLA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Range of Reading and Level of Text Complexity NJSLA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above Reading: Informational Text Range of Reading and Level of Text Complexity NJSLA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above

Reading: Foundational Skills

Phonological Awareness

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.

Phonics and Word Recognition

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).
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.

Writing

Text Types and Purposes

NJSLSA.W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

NJSLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

Research to Build and Present Knowledge

NJSLSA.W 7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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

SL.1.1a. 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).

SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.5d. 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.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

2020 SLS: Computer Science & Design Thinking

- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary / 21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking & Problem Solving • Information and Media Literacy • Digital Citizenship • Global and Cultural Awareness
Health/PE	<ul style="list-style-type: none"> • 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. • 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
Social Studies	<ul style="list-style-type: none"> • 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
SEL	<ul style="list-style-type: none"> • Self Awareness - Recognizing the importance of self-confidence in handling daily tasks and challenges. <p>New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</p>

Unit Title	Making History
Unit Duration	6 Weeks

Unit Summary & Rationale	<p><i>In this unit, students explore the essential question "Why is the past important?" Student read to learn about people and events from the past. Through exploring a range of complex nonfiction, digital and multimedia texts, they identify the contributions of historical figures that influenced the communities, states and our nation. In writing, students create a personal narrative to detail a sequence of events that occurred in their lives. They explore and compose pieces that include the story elements of characters, setting, plot, problem and solution; students include temporal words to signal order and provide a sense of closure to the writing.</i></p>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Why is the past important? • How can a person's actions change the world? • How do artists help us see the world? • Why do we read about people from the past? • Why is it important to learn about our past? • How do writers tell a personal story with a clear beginning, middle and end?
Enduring Understandings	<ul style="list-style-type: none"> • Readers can use text structure to understand biographies and historical fiction. • Readers can learn about the present by studying people and events of the past. • Personal narratives have unique characteristics.
Learning Outcomes	<p>READING</p> <p>Compare and contrast individuals, events, ideas, or pieces of information in a text</p> <p>Identify basic similarities in and differences across two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p>

WRITING

Write a narrative detailing two or more appropriately sequenced events or experiences

include details about what happened or was experienced

use temporal words to signal order

provide some sense of closure.

LANGUAGE

Demonstrate command of the conventions of standard English capitalization, punctuation, spelling and grammar when writing

Students will know about ...

BIOGRAPHIES AND HISTORICAL FICTION

Using text structure to find information in informational texts

Lessons from past events and the lives of historical figures

Determining theme

Students will read a biography on Jackie Robinson (Amistad)

PERSONAL NARRATIVE

Elements of narrative writing: characters, setting, plot, problem and solution

Sequencing events

Career Exploration – Students will examine careers of their choice as related to their personal narrative.

High Frequency Words	new, thank, always, found, please, were, pull, every, any, very, away, our, light, never, pretty, again, how, read, soon, both, carry, going, been, words, does, other, right, may, give, number, gain, how, read, soon, both, carry, going, been, words, does, other, right, may, give, number
Phonics	Phonological Awareness: Segment and Blend Sounds; Final Sounds; Change Phonemes

	<p>Phonological Awareness: Segment and Blend Phonemes; Change Phonemes Phonological Awareness: Final Sounds; Remove Phonemes Phonological Awareness: Segment and Blend Sounds; Middle and Final Sounds; Distinguish Between /i/ and /ī Phonological Awareness: Middle and Final Sounds; Distinguish Between /a/ and /ā/; Change Phonemes Phonological Awareness: Final Sounds; Initial and Final Sounds; Distinguish Between /o/ and /ō/ Phonics: Endings; Vowel Digraph ie Phonics: r-Controlled Vowel ar; Inflectional Ending -es, Plural -es Phonics: r-Controlled Vowels er, ir, ur; Endings-ed, -ing Phonics: Comparative Endings; Trigraph dge Phonics: Diphthongs ow, ou; Vowel Digraphs ai, ay Phonics: Diphthongs oi, oy; Vowel Digraph ea</p>
Assessment Evidence	
Formative	<p>Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.</p>
Summative	<p>Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.</p>
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p>

[Formative, Summative, Alternative and Benchmark Assessments](#)

Resources to Promote Learning

Resources: Digital and Print

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform, *Through Georgia's Eyes*, *Jackie Robinson (Amistad)*, *Before the Railroad Came*, *from What Is the Story of Our Flag? and The First American Flag*, *Eleanor Roosevelt*, [Approved Class Resource List](#)

NJ: 2016 SLS: English Language Arts

Reading: Literature

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Informational Text

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above

Reading: Foundational Skills

Phonological Awareness

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.

Phonics and Word Recognition

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).
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.

Writing

Text Types and Purposes

NJSLSA.W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

NJSLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

Research to Build and Present Knowledge

NJSLSA.W 7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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

SL.1.1a. 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).

SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.5d. 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.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

2020 SLS: Computer Science & Design Thinking

- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.2 Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

Interdisciplinary / 21st Century Connections

Interdisciplinary / 21st Century Connections	
Connections and Skills	<ul style="list-style-type: none">• Critical thinking• Collaboration and Teamwork
Health/PE	<ul style="list-style-type: none">• 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.• 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
Social Studies	<ul style="list-style-type: none">• 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.• 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.• 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.• 6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity
SEL	<ul style="list-style-type: none">• Responsible Decision Making - Evaluate personal, ethical, safety, and civic impact of decisions.• Relationship Skills - Identify who, when, where, or how to seek help for oneself or others when needed <p>New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</p>

Unit Title	Beyond My World
Unit Duration	8 Weeks
Unit Summary & Rationale	<i>Students will explore the essential question "How do the seasons affect us?" They will read multiple texts about the seasons in order to learn what the different seasons are and the characteristics of each. They will explore different text structures including chronological and descriptive and will retell key details that relate to the topic . In writing, students will explore and learn and the characteristics of procedural books in order to write their own "how-to" book. They will use instructions, steps and illustrations to make the process clear to the reader.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How can we learn about the seasons and how they affect us? • How can I learn information about a topic across texts and multimedia? • What are the characteristics of procedural (how-to) texts? • How can I teach someone how to do something using instructions and steps? • How do we know the seasons are changing?
Enduring Understandings	<ul style="list-style-type: none"> • Readers can correct and confirm predictions while reading. • Readers can learn more about a topic by reading, comparing and contrasting, and gathering information from multiple texts. • Writers can use steps and illustrations to explain a process. • Writers can use procedural (how-to) texts to teach people.
Learning Outcomes	READING

- Analyze the structure of texts
- Know and use various text features
- Use the illustrations and details in a text to describe its key ideas
- Retell stories and demonstrate understanding of their central message or lesson
- *We are All Wonders* (DEI)
- *Little Turtle and the Changing Sea* (Climate Change)

WRITING

- Write informative/explanatory how-to books
- Name a topic and supply facts/steps about the topic

LANGUAGE

- Demonstrate command of the conventions of standard English grammar and usage

SPEAKING AND LISTENING

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

Students will know about ...

INFORMATIONAL

- Using informational text structure and text features
- Making connections in text
- Correcting and confirming predictions
- Making inferences about words and illustrations

FICTION

- Determining the theme
- Finding key details that support the theme

WRITING

- Generating ideas
- Using instructions and steps in a process
- Exploring graphics and text features

Climate Change: Question/Discussion Topic: Why Should I Be a Global Citizen? How can I be a responsible citizen in my classroom, community, and world? Describe and/or illustrate three traits of a responsible citizen.

<p>Phonics</p>	<p>Phonological Awareness: Middle and Final Sounds; Segment and Blend Phonemes; Distinguish Between /o/ and /ō/ Phonological Awareness: Distinguish Between /u/ and /ū/; Segment and Blend Phonemes Phonological Awareness: Segment and Blend Phonemes; Manipulate Phonemes Phonological Awareness: Remove Phonemes; Segment and Blend Phonemes; Manipulate Phonemes Phonological Awareness: Segment and Blend Phonemes; Manipulate Sounds; Manipulate Phoneme</p> <p>Phonics: Long o Spelled oa, ow, oe; Consonant Blends and Trigraphs Phonics: Long i Spelled igh; Suffixes -er, -or Phonics: Vowel Teams ue, ew, ui; Prefixes re-, un</p>
<p>High Frequency Words</p>	<p>would, buy, people, about, write, once, done, water, wash, upon, sentence, off because, laugh, open, move, learn, eight, house, only, today, warm, years, should, would</p>
<p align="center">Assessment Evidence</p>	
<p>Formative</p>	<p>Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s</p>

	<p>phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.</p>
Summative	<p>Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.</p>
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources: Digital and Print	<p>Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform,</p> <p>Readings: <i>Every Season</i>, <i>Seasons Around the World</i>, <i>In Spring My Autumn Book</i>, <i>Signs of Winter</i>, <i>We Are All Wonders (DEI) Little Turtle and the Changing Sea (Climate Change)</i> Approved Class Resource List</p>
NJ: 2016 SLS: English Language Arts	
<p>Reading: Literature</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details</p>	

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Informational Text

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above

Reading: Foundational Skills

Phonological Awareness

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.

Phonics and Word Recognition

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).
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.

Writing

Text Types and Purposes

NJSLSA.W 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

NJSLSA.W 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

NJSLSA.W 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

NJSLSA.W 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

Research to Build and Present Knowledge

NJSLSA.W 7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

NJSLSA.W 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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

SL.1.1a. 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).

SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.

NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.1.2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.5d. 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.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

2020 SLS: Computer Science & Design Thinking

- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

Interdisciplinary / 21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork
Health/PE	<ul style="list-style-type: none"> • 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
Science	<ul style="list-style-type: none"> • ESS1-2: Make observations at different times of year to relate the amount of daylight to the time of year.

	<ul style="list-style-type: none"> • 1.ESS1.B: Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.
Social Studies	<ul style="list-style-type: none"> • 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region
SEL	<p>Responsible Decision Making</p> <ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions <p>New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</p>

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

<p style="text-align: center;">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p style="text-align: center;">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum

- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.