

Reading Curriculum

First Grade

Prepared by:
Meghan Martinez

Superintendent of Schools:
Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education on
August 23, 2022

Born on **Date: June 2016**

Revised March 18, 2020

Revised Date: August 22, 2022

TITLE

Course Description:

Course Description:

Midland Park's First grade reading curriculum encompasses current research of effective reading instruction which includes the elements of comprehension, fluency, vocabulary development, phonics, and phonetic awareness. The five units of study embodies this structure and includes systematic instructions in each of these key areas by utilizing programs that include Reader's Workshop, Foundations, and Fry Sight Words to build successful and confident readers.

Course Sequence:

Unit 1: Building Your Reading Toolbox (24 class periods)

Unit 2: Tackling the Tricky Parts (22 class periods)

Unit 3: Learning About the World (23 class periods)

Unit 4: Getting to Know Characters (27 class periods)

Unit 5: Reading in the Content Areas (25 class periods)

Prerequisite:

Kindergarten Reading

Unit # - Overview**Content Area:** Reading**Unit Title:** Unit 1 Building your Reading Toolbox**Grade Level:** First Grade

Core Ideas: Students practice good habits for starting a book, reading the book and for finishing the book. Students will learn to work with a partner to build good reading habits. Students engage in productive, meaningful conversations in which they work together to tackle difficult words, to ask thoughtful questions and to build and grow their thinking. Students will be introduced to new sight words each week to build automaticity and fluency with grade level sight words. In addition, students will be introduced to first grade Foundations concepts to review consonant and vowel sounds.

Unit # - Standards**Standards (Content and Technology):****CPI#:****Statement:****Performance Expectations (NJSL)**

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RF.1.1.A.	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2.C	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
R.F.1.2.D	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3.A	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3.B	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> Decode regularly spelled one-syllable words.
RF.1.4.A	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read grade-level text with purpose and understanding.
RF.1.4.B	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
SL.1.1.A	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> 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.1.1.B	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.1.A	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<ul style="list-style-type: none"> • Print all upper- and lowercase letters. 		
L.1.2.B	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use end punctuation for sentences 		
L.1.2.D	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 		
L.1.2.E	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 		
Career Readiness, Life Literacies, and Key Skills			
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community		
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.		
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.		
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.		
Computer Science and Design Thinking			
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.		
8.2.2.ITH.3	Identify how technology impacts or improves life.		
8.1.2.DA.4	Make predictions based on data using charts or graphs.		
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)			
SEL: Self: Awareness	<ul style="list-style-type: none"> • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges 		
SEL: Self Management	<ul style="list-style-type: none"> • Recognize the skills needed to establish and achieve personal and educational goals 		
SEL: Social Awareness	<ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the expectations for social interactions in a variety of settings 		
SEL: Responsible Decision-Making	<ul style="list-style-type: none"> • Identify the consequences associated with one's actions in order to make constructive choices 		
SEL: Relationship Skills	<ul style="list-style-type: none"> • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed 		
Interdisciplinary Connection			
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.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.		
Math: 1.MD.B	<p>Measurement and Data</p> <p>Tell and write time.</p>		
<table border="1"> <tr> <td> Unit Essential Question(s): <ul style="list-style-type: none"> • What habits might help us grow as readers? </td> <td> Unit Enduring Understandings: <ul style="list-style-type: none"> • With teacher guidance, students will understand the procedures of Reader's </td> </tr> </table>		Unit Essential Question(s): <ul style="list-style-type: none"> • What habits might help us grow as readers? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • With teacher guidance, students will understand the procedures of Reader's
Unit Essential Question(s): <ul style="list-style-type: none"> • What habits might help us grow as readers? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • With teacher guidance, students will understand the procedures of Reader's 		

<ul style="list-style-type: none"> • What is my role in Reader's Workshop? • How can my partner and I work together at the beginning, middle and end of our books? • How can I segment sounds to assist with reading and spelling? • How do punctuation marks end a sentence and help a reader? 	<p>Workshop.</p> <ul style="list-style-type: none"> • Students will demonstrate appropriate and respectful book handling. • Students will use pictures from the story to gain meaning. • Students will self-monitor their reading to build stamina. • Students will think about a place in the classroom where they can do their best reading. • Students will use eagle eye strategy to help read tricky words as emerging readers. • Students will read with a partner to help promote fluency. • Students will learn ways to communicate with a partner during reading workshop. • Students will listen and respond about literature with a partner. • Students will demonstrate fluent reading by rereading portions of texts. • Students will aid comprehension by predicting what will happen next in a story. • Students will listen and respond to reading. • Students will identify that a sentence begins with an uppercase letter and then a punctuation mark. • Students will differentiate between sentences that are statements and questions. • Students will notice exclamation marks in a sentence and understand that they represent strong emotion in sentences. • Students will identify consonant and vowel sounds. • Students will decode one-syllable words. • Students will isolate and pronounce beginning, middle, sounds of a one-syllable word. • Students will spell words with digraphs in one-syllable words.
Evidence of Learning	
<p>Formative Assessments: Running records, Conference notes on each student</p> <p>Summative/Benchmark Assessment(s): Fountas & Pinnell Benchmark Assessment System, High Frequency Word Assessment</p> <p>Alternative Assessments: N/A</p>	
<p>Resources/Materials:</p> <p><u>Goldie Socks and the 3 Libearians</u></p> <p><u>Peanut Butter and Cupcake</u></p> <p><u>Chrysanthemum</u></p> <p><u>First Grade Here I Come</u></p> <p>RAZ Kids</p> <p>Fundations Program Materials</p>	<p>Key Vocabulary:</p> <p>Reader's Workshop</p> <p>Stamina</p> <p>Fiction</p> <p>Title</p> <p>Author</p> <p>Book Cover, Spine, Back Cover</p>

		Illustrations Beginning, Middle, End Prediction statement	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Routines of Reader's Workshop	<ul style="list-style-type: none"> With teacher guidance, students will understand the procedures of Reader's Workshop. 	<ul style="list-style-type: none"> Routines of selecting books and properly putting them away. Book shopping guidelines -How to select a good fit book: - look at cover -picture walk - How to put book away: -proper book bin, handle with care. Readers understand the structure of readers workshop and the roles of the students and teacher -looks like (reading, sitting and turning pages) -sounds like (quiet, pages turning) -student role (reading) -teacher role (checking in with students) 	5 Class periods
Book Handling	<ul style="list-style-type: none"> Students will demonstrate appropriate and respectful book handling. 	<ul style="list-style-type: none"> Book handling <ul style="list-style-type: none"> How to treat books What to do if a book rips Importance of taking good care of books to make them last 	2 class periods
Role of the reader during Read Alouds	<ul style="list-style-type: none"> Students will use pictures from the story to gain meaning. 	<ul style="list-style-type: none"> Readers read the pictures, not just the words to gain meaning from a fictional book. 	2 class periods
Readers find a good reading spot in the classroom	<ul style="list-style-type: none"> Students will self-monitor their reading to build stamina. Students will think about a place in the classroom where they can do their best reading. 	<ul style="list-style-type: none"> Use stamina chart to encourage and promote independent reading quiet spot away from friends comfortable 	1 class period
Readers use strategies to help them understand a story	<ul style="list-style-type: none"> Students will use eagle eye strategy to help read tricky words as emerging readers. 	<ul style="list-style-type: none"> Eagle eye: look at the picture and think "what is in the picture that starts with the beginning letter?" 	2 class periods
Readers understand partner sitting and how to share with each other	<ul style="list-style-type: none"> Students will read with a partner to help promote fluency. Students will learn ways to communicate with a partner during Reading Workshop. 	<ul style="list-style-type: none"> Shoulder to shoulder sitting knee to knee sitting here the book goes so both partners can see words 	1 class period

Readers respond to their partners	<ul style="list-style-type: none"> Students will listen and respond about literature with a partner. 	<ul style="list-style-type: none"> Readers respond to their partners ("I heard you say... tell me why... also...") Importance of talking one at a time 	1 class period
Rereading pattern books in a smooth voice	<ul style="list-style-type: none"> Students will demonstrate fluent reading by rereading portions of texts. 	<ul style="list-style-type: none"> Reading and re-reading to have a smooth voice while reading 	1 class period
Predictions	<ul style="list-style-type: none"> Students will aid comprehension by predicting what will happen next in a story. 	<ul style="list-style-type: none"> Making predictions on what will be on the next page 	1 class period
Compliment card	<ul style="list-style-type: none"> Students will listen and respond to reading. 	<ul style="list-style-type: none"> Readers compliment their partner on a reading skill 	1 class period
Grammar: End Marks and Noticing Sentences	<ul style="list-style-type: none"> Students will identify that a sentence begins with an uppercase letter and then a punctuation mark. Students will differentiate between sentences that are statements and questions. Students will notice exclamation marks in a sentence and understand that they represent strong emotion in sentences. 	<ul style="list-style-type: none"> Utilizing various model sentences, students will differentiate between a statement, question and exclamative sentence. Students will identify a sentence as a group of words that tell a singular thought. Students will practice matching intonation with various sentence structures. 	5 Class Periods
Word Study	<ul style="list-style-type: none"> Students will read with automaticity grade level appropriate sight words. 	<ul style="list-style-type: none"> Teachers will introduce and discuss the following Fry Words: <i>get, into, an, his, hers, that, your, him, from, but, not, when, if, out, them, so many, more, words, there, use, each, which, their, other</i> Students will complete sentences using High Frequency Word. Classes will play various games to develop automaticity for reading High Frequency Words. 	10 Class Periods
Phonics	<ul style="list-style-type: none"> Students will identify consonant and vowel sounds. Students will decode one-syllable words. 	<ul style="list-style-type: none"> Classes will follow Foundations program scope and sequence (Units 1 to 3) Activities and lessons to review all consonant and short vowel sounds. 	25 Class Periods

	<ul style="list-style-type: none"> Students will isolate and pronounce beginning, middle, sounds of a one-syllable word. Students will spell words with digraphs in one-syllable words. 	<ul style="list-style-type: none"> Games and Ipad Apps to reinforce targeted sounds. Students will practice sound tapping and isolating sounds in cvc words. Handwriting practice to form letters with neatness and accuracy. Identify and spell words that include digraphs: sh, th, ch, wh, ck. 	
--	---	---	--

Teacher Notes: Book Bins with books at various reading levels and first grade topics should be available for students. Introduce Raz Kids accounts, passwords, and activities.

Additional Resources:

Teacher made anchor charts and visual aides/ reminders for readers.

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing as an explanation Consult with Case Managers and follow IEP accommodations/modifications Pre Teach vocabulary Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions, and explanations Allow extended time to answer questions Accept participation at any level, even one word 	<ul style="list-style-type: none"> Provide extension activities Build on students' intrinsic motivations Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/action plans Consult with classroom teacher(s) for specific behavior interventions Provide rewards as necessary 	<ul style="list-style-type: none"> Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Accept participation at any level, even one word Consult with Case Managers and follow IEP accommodations/modifications

Unit # - Overview

Content Area: Reading

Unit Title: Unit 2 Tackling the Tricky Parts

Grade Level: 1

Core Ideas: Students learn strategies for problem solving, overcoming challenges, and perseverance while reading. The primary focus areas are word solving, fluent reading, and retelling. Students will also continue to learn age appropriate sight words that follow the Fry Sight Word lists. Through utilizing the Foundations Curriculum, students will continue to segment phonemes to aid with spelling short vowel, one-syllable words.

Unit # - Standards

Standards (Content and Technology):

CPI#: **Statement:**

Performance Expectations (NJSL)

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RF.1.1.A.	RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2.B.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2.C.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2.D.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Segment spoken single-syllable
RF.1.3.A	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3.B	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> Decode regularly spelled one-syllable words.
RF.1.4.A	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read grade-level text with purpose and understanding.
RF.1.4.B	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4.C	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.1.1.A	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> 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.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.6.	Produce complete sentences when appropriate to task and situation.
L.1.1. A.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Print all upper- and lowercase letters.
L.1.1.B.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Use common, proper, and possessive nouns.
L.1.1.C.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.1.1.D.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
L.1.2.A.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> Capitalize dates and names of people
L.1.4A	<p>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.</p> <ul style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.4.B	<p>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.</p> <ul style="list-style-type: none"> Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
L.1.4.C.	<p>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.</p> <ul style="list-style-type: none"> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
L.1.5.A	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.1.5.B	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> 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).
L.1.5D	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> 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.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
SEL: Self Awareness	<ul style="list-style-type: none"> Recognize one's personal traits, strengths, and limitations Recognize the importance of self-confidence in handling daily tasks and challenges
SEL: Self Management	<ul style="list-style-type: none"> Recognize the skills needed to establish and achieve personal and educational goals
SEL: Social Awareness	<ul style="list-style-type: none"> Recognize and identify the thoughts, feelings, and perspectives of others Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL: Responsible Decision-Making	<ul style="list-style-type: none"> Identify the consequences associated with one's actions in order to make constructive choices
SEL: Relationship Skills	<ul style="list-style-type: none"> Utilize positive communication and social skills to interact effectively with others Identify ways to resist inappropriate social pressure Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Identify who, when, where, or how to seek help for oneself or others when needed
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.

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 used needs and preferences.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.1.2.AP.4	Break down a task into a sequence of steps.
Interdisciplinary Connection	
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.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.
Math: 1.MD.B	Measurement and Data Tell and write time.
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> How can we persevere through reading challenges? How do I use fluency strategies to help me read unknown words? How do I decide which strategy to use when I encounter trouble? What are story elements and how do they help me understand a fictional story? How can we share our reading with others? What is a noun and how can we categorize nouns? How can I use sounds to help read and write words? </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> Students will examine habits of good readers to build stamina and fluency. Students will listen and respond appropriately to their peers in a conversation. Students will collaborate with peers to assist in developing comprehension. Students will self-monitor their reading in order to develop fluency by rereading text. Students will read utilizing an appropriate pace of reading. Students will read with intonation to infer characters' feelings. Students will sequence story events. Students will accurately recall story elements that include character, setting and plot of a story. Students will identify the author's purpose for writing fictional stories. Students will utilize emerging reading strategies to read unknown or new words. Students will identify nouns and sort them by topic. Students will understand and differentiate between singular and plural nouns. Students will notice that some plural nouns are irregular. Students will read and spell one syllable words with common spelling patterns with accuracy. Students will distinguish long and short vowel sounds in one-syllable words. Students will identify base words and suffixes. </div> </div>	
Evidence of Learning	
Formative Assessments: Running records, Conference notes on each student, Fresh Reads and comprehension quizzes Summative/Benchmark Assessment(s): Fountas & Pinnell Benchmark Assessment System, High Frequency Word Assessment Alternative Assessments: N/A	

Resources/Materials: Book Bins with leveled Fiction books. Strategy BookMarks and Posters Easel Paper A Turkey for Thanksgiving There was an Old Lady... Ezra Jack Keats books		Key Vocabulary: Story Elements: Character, Setting, Plot, nouns	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	
Immersion	<ul style="list-style-type: none">With teacher guidance, students will retell important story events in a sequential order.With teacher guidance, students will identify story elements of a fictional story.Students will gain exposure to fluent reading with intonation.	<ul style="list-style-type: none">Teachers will use various read alouds to model and discuss unit skills.Students will turn and talk to peers to share and discuss story elements to gain a deeper understanding of texts.	3 Class Periods
Habit Topics	<ul style="list-style-type: none">Students will examine habits of good readers to build stamina and fluency.Students will listen and respond appropriately to their peers in a conversation.Students will collaborate with peers to assist in developing comprehension.	<ul style="list-style-type: none">After teacher modeling and guidance, readers solve tricky words by working together with their partner.Readers practice reading fluently by echo reading their books togetherReaders tell their partner what happened in the story across their fingers.Readers mark setting, problem and solution with sticky notes and share with a partner.	4 class Periods
Fluency Topics	<ul style="list-style-type: none">Students will self-monitor their reading in order to develop fluency by rereading text.Students will read utilizing an appropriate pace of reading.Students will read with intonation to infer characters' feelings.	<ul style="list-style-type: none">Readers make their voices sound smooth when they read. They do this by rereading to smooth out their reading after a tricky part.Readers will practice an appropriate pace of reading. (Not too fast, Not too slow)Readers pay attention to punctuation and change their reading voice accordingly.Readers identify character feelings and match their reading voice to such feelings.	4 Class Periods

Comprehension Topics	<ul style="list-style-type: none"> Students will sequence story events. Students will accurately recall story elements that include character, setting and plot of a story. Students will identify the author's purpose for writing fictional stories. 	<ul style="list-style-type: none"> Readers retell a story by stopping along the way. Readers retell by envisioning the story and acting it out. Readers retell a story by telling the events in order across their fingers. Readers retell a story by using story elements. Readers reflect on why the author wrote the story: to entertain the reader, make you laugh, share a lesson, etc. 	5 Class Periods
Word Solving Topics	<ul style="list-style-type: none"> Students will utilize emerging reading strategies to read unknown or new words. 	<ul style="list-style-type: none"> Classes will discuss, practice and utilize reading strategies that include: <ul style="list-style-type: none"> Eagle Eye: Look at picture clues to help. Lips the Fish: Say the first sound of the word. Stretchy Snake: Stretch out each sound in the word. Chunky Monkey: Read the chunks of the word that you do know. Flippy Dolphin: Flip the vowel sounds in the word. Trying Lion: Using a few words in the sentence and see if a word makes sense. Skippy Frog: Skip over the word and then go back and attempt the word utilizing context clues. 	8 Class Periods
Reflection and celebration	<ul style="list-style-type: none"> Students self-reflect and share what reading strategy they have benefited from. Students showcase fluent reading of a fictional book. 	<ul style="list-style-type: none"> Which self-monitoring strategy do I like the best Anchor chart? Students record themselves reading a book. 	3 Class Periods
Grammar	<ul style="list-style-type: none"> Students will identify nouns and sort them by topic. Students will understand and differentiate between singular and plural nouns. Students will notice that some plural nouns are irregular. Students will identify pronouns and use them in a sentence. 	<ul style="list-style-type: none"> Classes will sort nouns by categories of a person, place, animal, thing. Classes will identify the differences of a singular and plural noun. Classes will read and discuss irregular plural nouns. 	9 Class Periods

Word Study	<ul style="list-style-type: none">Students will read targeted High Frequency Words with automaticity.	<ul style="list-style-type: none">Teachers will introduce and discuss the following Fry Words: about, these, would, time,write, way, could, than, water, been, called, who, sit, long, did, made, may, part, over, new, sound, take, only, little, workStudents will complete sentences using High Frequency Word.Classes will play various games to develop automaticity for reading High Frequency Words.	10 Class Periods	
Phonics	<ul style="list-style-type: none">Students will read and spell one syllable words with common spelling patterns with accuracy.Students will distinguish long and short vowel sounds in one-syllable words.Students will identify base words and suffixes.	<ul style="list-style-type: none">Classes will follow Foundations program scope and sequence (Units 4 to 6)Games and Ipad Apps to reinforce targeted sounds.Students will practice sound tapping and isolating sounds in one-syllable words.Handwriting practice to form letters with neatness and accuracy.Identify and spell words with double final consonants: ff,ss,zz,ll.Identify and spell words that include glued sounds: am, an, all.Students will spell base words with the suffix -s.	25 Class Periods	
Teacher Notes: N/A				
Additional Resources: Brainpop Jr, Raz Kids, Scholastic News				
Differentiation/Modification Strategies				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	505 Students
<ul style="list-style-type: none">Rephrase questions,	<ul style="list-style-type: none">Rephrase questions,	<ul style="list-style-type: none">Provide extension activities	<ul style="list-style-type: none">Provide extended time to complete tasks	<ul style="list-style-type: none">Consult with 504 Plan for

directions, and explanations <ul style="list-style-type: none"> • Allow extended time to answer questions, and permit drawing as an explanation • Consult with Case Managers and follow IEP accommodations/modifications • Pre Teach vocabulary • Provide multimedia resources such as apps, picture books, etc 	directions, and explanations <ul style="list-style-type: none"> • Allow extended time to answer questions • Provide Visual Aids that are labeled with vocabulary terms • Pre Teach vocabulary • Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> • Build on students' intrinsic motivations • Provide Higher level questions • Provide Open Ended Questions • Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> • Consult with Guidance Counselors and follow I&RS procedures/ action plans • Provide multimedia resources such as apps, picture books, etc • Pre Teach vocabulary 	modifications and accommodations <ul style="list-style-type: none"> • Rephrase questions, directions, and explanations • Provide multimedia resources such as apps, picture books, etc • Pre Teach vocabulary
---	---	---	--	--

Unit # - Overview

Content Area: Reading

Unit Title: Unit 3 Reading to learn about the World

Grade Level: First Grade

Core Ideas: Students will read informational books to learn to identify facts on interesting topics. During this unit, students will learn about text and graphic features and identify ways that they help provide the reader with more information about a topic. Students will share “wow facts” with their classmates. Students will continue to develop their automaticity with grade level sight words. Phonics lessons will support students learning or diphthongs, r controlled vowels and vowel teams. During this unit, students will also learn all about verbs and how to properly use them in a sentence.

Unit # - Standards

Standards (Content and Technology):

CPI#: **Statement:**

Performance Expectations (NJSLs)

RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
RF.1.1.A.	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2.A.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2.B.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2.C.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2.D.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3.A.	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
RF.1.3.B.	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> Decode regularly spelled one-syllable words.
RF.1.3.C.	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3.D.	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.1.4.A.	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read grade-level text with purpose and understanding.
RF.1.4.B.	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read grade-level text orally with accuracy, appropriate rate, and expression.
RF.1.4.C.	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.1.1.C.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
L.1.1C.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.1.1E.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.2.A.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Capitalize dates and names of people.
L.1.2.B.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use end punctuation for sentences.
L.1.2.C.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use commas in dates and to separate single words in a series.

L.1.2.D.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2.E.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
SEL: Self Awareness	<ul style="list-style-type: none"> Recognize one's personal traits, strengths, and limitations Recognize the importance of self-confidence in handling daily tasks and challenges
SEL: Self Management	<ul style="list-style-type: none"> Recognize the skills needed to establish and achieve personal and educational goals
SEL: Social Awareness	<ul style="list-style-type: none"> Recognize and identify the thoughts, feelings, and perspectives of others Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL: Responsible Decision-Making	<ul style="list-style-type: none"> Identify the consequences associated with one's actions in order to make constructive choices
SEL: Relationship Skills	<ul style="list-style-type: none"> Utilize positive communication and social skills to interact effectively with others Identify ways to resist inappropriate social pressure Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Identify who, when, where, or how to seek help for oneself or others when needed
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
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.2	Describe how the internet enables individuals to connect with others worldwide.
Interdisciplinary Connection	
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.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.
Math: 1.MD.B	Measurement and Data Tell and write time.
W.1.2	Write informative/ explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.	
Unit Essential Question(s): <ul style="list-style-type: none"> • How do text and graphic features help the reader learn more about nonfiction books? • What strategies can a reader use to help reading an unknown word? • What strategies can I use as a reader to assist with gaining a deeper understanding of the text? • What is the authors' purpose for writing various genres of books? • What information is important to share about a nonfiction topic? • What is a verb? • How do verbs and nouns create concise sentences? • How do beginning, middle, and end sounds help me read and write words? 		Unit Enduring Understandings: <ul style="list-style-type: none"> • Students will recognize and identify text and graphic features in nonfiction books. • Students will utilize reading strategies to read unknown words. • Students will reread text to gain a deeper understanding. • Students will ask and answer questions about informational books that they read. • Students will utilize text and graphic features to gain a greater understanding of nonfiction books. • Students will identify information they already know about a topic prior to reading (schema). • Students will identify facts learned from independent reading. • Students will reflect upon the author's purpose for writing nonfiction books. • Students will use context clues to gain an understanding of an unknown word. • Students will reflect and share information and topics that they enjoyed reading about. • Students will create an illustration of their favorite topic. • Students will identify and classify verbs differentiating between past, present and future tense. • Students will observe that some verbs are irregular and the spelling of the word changes rather than adding an-ed ending. • Students will identify verbs: is, are, was, were in a sentence. • Students will read and spell words with targeted diphthongs. • Students will read and spell words with glued sounds. • Students will read and write words with vowel controlled r.
Evidence of Learning		
Formative Assessments: Reading comprehension passages and question activities, Conferring and observation notes		
Summative/Benchmark Assessment(s): Fountas and Pinnell Assessment, High Frequency Word Assessment		
Alternative Assessments: N/A		
Resources/Materials: Foundations Materials Fry Sight Words Materials Nonfiction books Raz Kids Amazing Animal Senses An Egg Is Quiet Seed to Plant How to Books in reading libraries		Key Vocabulary: Fiction Non-Fiction Facts schema Text Features Graphic Features
Suggested Pacing Guide		

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Immersion week and Interactive Read Alouds.	<ul style="list-style-type: none"> Students will reflect on their interests as readers. Students will discriminate between fiction and non-fiction genres. With guidance from a teacher, students will identify facts learned from a nonfiction book. 	<ul style="list-style-type: none"> Using visual aides, teachers will discuss differences between fiction and non-fiction books. Pre-assessment: parking lot chart about favorite thing about fiction reading and favorite thing about non-fiction reading Teacher will discuss what a fact is. After reading non-fiction books, students will share interesting facts that they learned on a topic. Readers think about and notice differences between fiction and non-fiction texts. Students will sort books to identify fiction and non-fiction genres and discuss how they are able to identify the differences. 	5 class periods
Habit Topics	<ul style="list-style-type: none"> Students will recognize and identify text and graphic features in nonfiction books. 	<ul style="list-style-type: none"> Teachers introduce and discuss text and graphic features that include: <ul style="list-style-type: none"> Text Features: title, label, caption, bold, italics, glossary Graphic Features: Illustration, Photographs, Maps, Diagrams Classes will create anchor charts for visual aides in the classroom. Brainpop Jr videos for text and graphic features Scavenger Hunt to find various text and graphic features 	5 Class Periods
Fluency Topics	<ul style="list-style-type: none"> Students will utilize reading strategies to read unknown words. Students will reread text to gain a deeper understanding. 	<ul style="list-style-type: none"> Review strategies learned from unit 2. Teacher will discuss and coach readers on how to be flexible/ when one strategy doesn't work try another. Students will practice rereading to build confidence in reading to sound like an expert. Teacher will model and students will practice self-monitoring, i.e. when 	5 Class Periods

		information is fuzzy: read again.	
Comprehension Topics	<ul style="list-style-type: none"> Students will ask and answer questions about informational books that they read. Students will utilize text and graphic features to gain a greater understanding of nonfiction books. Students will identify information they already know about a topic prior to reading (schema). Students will identify facts learned from independent reading. Students will reflect upon the author's purpose for writing nonfiction books. 	<ul style="list-style-type: none"> Readers make sense of their reading by keeping the topic in mind and the details that teach about that topic. Readers talk with partners to retell about what they learned and share "wow" facts. Readers will activate schema before reading a nonfiction book. Readers ask questions about a topic before reading and identify if they answered their questions after reading. Readers will use text and graphic features and share how they helped. Readers will discuss the author's purpose for writing a book. 	5 class periods
Word Solving day	<ul style="list-style-type: none"> Students will use context clues to gain an understanding of an unknown word. 	<ul style="list-style-type: none"> Classes will practice using context clues through various mini lessons and guided practice activities. Readers will jot new words and facts on a sticky note to remember and deepen learning. Readers will share new words with peers. 	3 class periods
Reflection and Celebration	<ul style="list-style-type: none"> Students will reflect and share information and topics that they enjoyed reading about. Students will create an illustration of their favorite topic. 	<ul style="list-style-type: none"> Parking lot chart: favorite thing about fiction reading and favorite thing about informational reading. Expert stations: present to one another their posters and present facts they have learned 	5 class period
Grammar	<ul style="list-style-type: none"> Students will identify and classify verbs differentiating between past, present and future tense. Students will observe that some verbs are irregular and the spelling of the word changes rather than adding an-ed ending. Students will identify verbs: is, are, was, were in a sentence. 	<ul style="list-style-type: none"> Brainpop Jr: Verbs Students will sort nouns and verbs to differentiate. Students will hunt for verbs in poems and passages. Students will sort verbs depending on their tense. Students will match irregular verbs based on their meaning. For example: (run/ran) 	5 class periods

Word Study	<ul style="list-style-type: none"> Students will read targeted High Frequency Words with automaticity. 	<ul style="list-style-type: none"> Teachers will introduce and discuss the following Fry Words: <i>know, place, years, live, me, back, give, most, very, after, things, our, just, name, good, sentence, man, think, say, great, where, help, through, much, before</i> Students will complete sentences using High Frequency Word. Classes will play various games to develop automaticity for reading High Frequency Words. 	10 class periods
Phonics	<ul style="list-style-type: none"> Students will read and spell words with targeted diphthongs. Students will read and spell words with glued sounds. Students will read and write words with vowel controlled r. 	<ul style="list-style-type: none"> Classes will follow Foundations program scope and sequence (Units 7 to 9) Games and Ipad Apps to reinforce targeted sounds. Students will practice sound tapping and isolating sounds in one-syllable words. Handwriting practice to form letters with neatness and accuracy. Identify and spell words with sounds: ng, ang, ong, ung, ank, ink, onk, unk Students will read and write words with consonant blends. Students will read and write words with vowel controlled r. Students will read and write words with vowel teams: ai, ay, ee, ea, ey, oi, oy 	25 Class Periods

Teacher Notes: N/A

Additional Resources:

Brainpop Jr, Raz Kids, Scholastic News

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	506 Students
<ul style="list-style-type: none"> Rephrase questions, 	<ul style="list-style-type: none"> Rephrase questions, 	<ul style="list-style-type: none"> Provide extension activities 	<ul style="list-style-type: none"> Provide extended time to complete tasks 	<ul style="list-style-type: none"> Consult with 504 Plan for

directions, and explanations <ul style="list-style-type: none"> • Allow extended time to answer questions, and permit drawing as an explanation • Consult with Case Managers and follow IEP accommodations/ modifications • Pre Teach vocabulary • Provide multimedia resources such as apps, picture books, etc 	directions, and explanations <ul style="list-style-type: none"> • Allow extended time to answer questions • Provide Visual Aids that are labeled with vocabulary terms • Pre Teach vocabulary • Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> • Build on students' intrinsic motivations • Provide Higher level questions • Provide Open Ended Questions • Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> • Consult with Guidance Counselors and follow I&RS procedures/ action plans • Provide multimedia resources such as apps, picture books, etc • Pre Teach vocabulary 	modifications and accommodations <ul style="list-style-type: none"> • Rephrase questions, directions, and explanations • Provide multimedia resources such as apps, picture books, etc • Pre Teach vocabulary
--	---	---	--	--

Unit # - Overview

Content Area: Reading

Unit Title: Unit 4 Getting to know Characters

Grade Level: First Grade

Core Ideas:

Students will begin to think more deeply about what characters by identifying and inferring character traits based on what a character does, says, and thinks in a fictional story. Students will also utilize the word “because” to expand their reasoning for providing such traits. Students will learn to read grade level sight words with accuracy and read and spell words with the cvce pattern. Grammar topics during the unit will include studies of adjectives, adverbs and conjunctions.

Unit # - Standards

Standards (Content and Technology):

CPI#:

Statement:

Performance Expectations (NJSL)

RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6.	Identify who is telling the story at various points in a text.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)
RF.1.1.A.	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2.A.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2.B.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2.C.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2.D.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3.B	Know and apply grade-level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> Decode regularly spelled one-syllable words.
RF.1.3.C	Know and apply grade-level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3.D	Know and apply grade-level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.1.4.A.	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read grade-level text with purpose and understanding.
RF.1.4.B.	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read grade-level text orally with accuracy, appropriate rate, and expression.
RF.1.4.C.	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.1.1.A.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> 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.1.1.B.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.1.C.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.4.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6.	Produce complete sentences when appropriate to task and situation.
L.1.1.F.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Use frequently occurring adjectives.
L.1.1.G.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Use frequently occurring conjunctions (e.g., and, but, or, so, because).
L.1.1.J.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.B.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use end punctuation for sentences.
L.1.2. D.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2.E.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.5.C.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Career Readiness, Life Literacies, and Key Skills	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
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.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
SEL: Self Awareness	<ul style="list-style-type: none"> Recognize one's personal traits, strengths, and limitations Recognize the importance of self-confidence in handling daily tasks and challenges
SEL: Self Management	<ul style="list-style-type: none"> Recognize the skills needed to establish and achieve personal and educational goals
SEL: Social Awareness	<ul style="list-style-type: none"> Recognize and identify the thoughts, feelings, and perspectives of others Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL: Responsible Decision-Making	<ul style="list-style-type: none"> Identify the consequences associated with one's actions in order to make constructive choices
SEL: Relationship Skills	<ul style="list-style-type: none"> Utilize positive communication and social skills to interact effectively with others Identify ways to resist inappropriate social pressure Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Identify who, when, where, or how to seek help for oneself or others when needed
Interdisciplinary Connection	
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.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.
Math:	Measurement and Data

1.MD.B	Tell and write time.		
Unit Essential Question(s): <ul style="list-style-type: none">How can we use traits to describe the characters that we read about?How can I tell more about a character using the word “because”?How are characters alike and different in various fictional stories?How can I read at a just the right rate to aid my fluency?What are adjectives and adverbs?How can I read and write long vowel words?		Unit Enduring Understandings: <ul style="list-style-type: none">Students will identify character traits and provide evidence using the word because.Students will identify character traits while reading a fictional book.Students will provide evidence when naming character traits by using the word: <i>because</i>.Students will infer character traits based on the information that the author provides.Students will compare and contrast characters from various stories.Students will self monitor reading for accuracy.Students will read at an appropriate rate.Students will use intonation when reading aloud.Students will identify adjectives as words that describe nouns.Students will identify adverbs in a passage and describe how they expand the meaning of a verb.Students will use frequently occurring conjunctions (e.g., and, but, or, so, because) to share information about a character.Students will read targeted High Frequency Words with automaticity.Students will read and write words with vowel teams.Students will read and write words with cvce spelling patterns.Students will read and write compound words.	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Immersion Week/ Interactive Read Aloud	<ul style="list-style-type: none">Students can name the feelings of characters.With the help of an adult, students will gain an understanding of character traits in fictional books.	<ul style="list-style-type: none">Immersion week<ul style="list-style-type: none">-Begin unit with an anchor chart of “how would you act if you were (happy, mad, sad, etc..)Teachers model and discuss topics<ul style="list-style-type: none">How to infer about a character as a personUsing precise words to describe a character’s feelings.-Using precise words to describe a character’s actionsListing character traits	5 class periods

Habit Topics	<ul style="list-style-type: none"> Students will identify character traits and provide evidence using the word <i>because</i>. 	<ul style="list-style-type: none"> Readers think about a character by paying attention to the pictures and the expression on the characters face to figure out how a character is feeling. Readers think more about a character by considering whether words that give us clues about how a character is feeling are positive or negative. (laugh vs frown) Readers think more about a character by thinking about why a character is acting a certain way and how that is connected to how the character is feeling Readers think more about a character by inferring more about a character by looking at what the character says or does in each part of the story and then asking, “what does this show me about what my character likes or doesn't like?” 	4 class periods
Comprehension Topics	<ul style="list-style-type: none"> Students will identify character traits while reading a fictional book. Students will provide evidence when naming character traits by using the word: <i>because</i>. Students will infer character traits based on the information that the author provides. Students will compare and contrast characters from various stories. 	<ul style="list-style-type: none"> Readers get to know their characters and describe their feelings, challenges, and friendships. Readers think more about what is happening in the story. They do this by using pictures and text to describe characters, setting and main events. Readers use precise language as they describe characters. They jot thinking about characters using appropriate vocabulary to explain character traits and feelings. Readers think more about a character by noticing that characters' feelings change and think more about why they change. Readers compare characters in books and think about how they are similar and different. 	5 class periods
Word Solving Topics	<ul style="list-style-type: none"> Students will utilize reading strategies to read unknown 	<ul style="list-style-type: none"> Readers notice when they come across a tricky word and work through it to solve 	4 class periods

	words, including mutli-syllabic words. <ul style="list-style-type: none"> Students will self-monitor their reading and reread when an error occurs. 	by moving their eye through the whole word. <ul style="list-style-type: none"> Readers self monitor their own reading by asking if it sounds right. 	
Fluency Topics	<ul style="list-style-type: none"> Students will self monitor reading for accuracy. Students will read at an appropriate rate. Students will use intonation when reading aloud. 	<ul style="list-style-type: none"> Mini-lessons to target misreadings and asking yourself “Does that sound right” or “Does that make sense” Teachers will confer and coach on appropriate reading pace. Readers match their reading to the feeling that their characters are experiencing 	4 class periods
Reflection	<ul style="list-style-type: none"> Students will identify and reflect upon strategies that help them as an independent reader. 	<ul style="list-style-type: none"> Which self-monitoring strategy do I like the best Anchor chart	1 class period
Celebration Character Riddles:	<ul style="list-style-type: none"> Students will reflect and describe a favorite character from a fictional book. 	Celebration Ideas include: <ul style="list-style-type: none"> Students will write clues that include their learning about a character. Students will invite others to use the clues to figure out who the character is being described. “Matchmaking Activity” <ul style="list-style-type: none"> friendships between characters in different books. Students will explain why these friends make a good match. Character “wanted” Ads <ul style="list-style-type: none"> Stating traits and feeling on a character missing 	4 class periods
Grammar	<ul style="list-style-type: none"> Students will identify adjectives as words that describe nouns. Students will identify adverbs in a passage and describe how they expand the meaning of a verb. Students will use frequently occurring conjunctions (e.g., and, but, or, so, because) to share information about a character. 	<ul style="list-style-type: none"> Brainpop Jr for Adjectives and Adverbs Adjective and Adverb activity sheets Identify adjectives and adverbs in a passage and describe how they tell the reader more information Min-lesson to identify conjunctions and how to use them to tell more about a topic or character. 	5 Class Periods
Word Study	<ul style="list-style-type: none"> Students will read targeted High Frequency Words with automaticity. 	<ul style="list-style-type: none"> Teachers will introduce and discuss the following Fry Words: <i>line, right, too, means, old, any, same, tell, boy, follow,</i> 	10 Class Periods

		<i>came, want, show, also, around, form, three, small, set, put, end, does, another, well, large</i> <ul style="list-style-type: none"> Students will complete sentences using High Frequency Word. Classes will play various games to develop automaticity for reading High Frequency Words. 	
Phonics	<ul style="list-style-type: none"> Students will read and write words with vowel teams. Students will read and write words with cvce spelling patterns. Students will read and write compound words. 	Foundations 10-12 <ul style="list-style-type: none"> oa, oe, ow, ou, oo, ue, ew, au, aw Identify and spell words with cvce spelling pattern. Identify and spell compound words. 	

Teacher Notes: Multi-leveled fictional book baskets are needed.

Additional Resources:

Click links below to access additional resources used to design this unit:

<https://www.stenhouse.com/content/patterns-power> RAZ Kids

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	507 Students
<ul style="list-style-type: none"> Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing as an explanation Consult with Case Managers and follow IEP accommodations/modifications Pre Teach vocabulary Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> Rephrase questions, directions, and explanations Allow extended time to answer questions Provide Visual Aids that are labeled with vocabulary terms Pre Teach vocabulary Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> Provide extension activities Build on students' intrinsic motivations Provide Higher level questions Provide Open Ended Questions Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/ action plans Provide multimedia resources such as apps, picture books, etc Pre Teach vocabulary 	<ul style="list-style-type: none"> Consult with 504 Plan for modifications and accommodations Rephrase questions, directions, and explanations Provide multimedia resources such as apps, picture books, etc Pre Teach vocabulary

Unit # - Overview

Content Area: Reading

Unit Title: Unit 5 Reading in the Content Areas

Grade Level: First Grade

Core Ideas: Students will apply nonfiction comprehension strategies learned from unit 3 and build upon this strong foundation. Students will preview informational texts, read for main ideas and use both graphic and text features to develop deeper understanding. Students will select a topic that interests them to learn more about by asking and answering questions. Students will continue to learn grade level appropriate sight words in addition to spelling and reading words that have long vowel sounds and are multisyllabic. Students will be introduced to grammatical skills that include prepositions and articles.

Unit # - Standards

Standards (Content and Technology):

CPI#: **Statement:**

Performance Expectations (NJSLS)

RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
RF.1.1.A.	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2.A.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words.
RF.1.2.B.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2.C.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2.D.	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <ul style="list-style-type: none"> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3.C.	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3.D.	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.1.3.E.	Know and apply grade-level phonics and word analysis skills in decoding words.

	<ul style="list-style-type: none"> Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound
RF.1.4.A.	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read grade-level text with purpose and understanding.
RF.1.4.B.	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read grade-level text orally with accuracy, appropriate rate, and expression.
RF.1.4.C.	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.1.3.	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
SL.1.4	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
SL.1.5.	<p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
SL.1.6.	<p>Produce complete sentences when appropriate to task and situation.</p>
L.1.1.H.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Use determiners (e.g., articles, demonstratives).
L.1.1.I.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Use frequently occurring prepositions (e.g., during, beyond, toward).
L.1.2.A.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. pelling when writing.</p> <ul style="list-style-type: none"> Capitalize dates and names of people.
L.1.2.B.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. pelling when writing.</p> <ul style="list-style-type: none"> Use end punctuation for sentences.
L.1.2.C.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. pelling when writing.</p> <ul style="list-style-type: none"> Use commas in dates and to separate single words in a series
L.1.2.D.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. pelling when writing.</p> <ul style="list-style-type: none"> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2.E.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. pelling when writing.</p> <ul style="list-style-type: none"> E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.4.A.	<p>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.</p> <ul style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.4.B.	<p>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.</p> <ul style="list-style-type: none"> Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
L.1.5.A.	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.1.5.D.	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>

	<ul style="list-style-type: none"> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. 		
L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).		
Career Readiness, Life Literacies, and Key Skills			
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.		
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.		
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.		
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.		
9.4.2IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.		
9.4.2.IML.4	Compare and contrast the way information is shared a variety of contexts (e.g., social, academic, athletic)		
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.		
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)			
SEL: Self-Awareness	Recognize the importance of self-confidence in handling daily tasks and challenges.		
SEL: Self-Management	<ul style="list-style-type: none"> Understand and practice strategies for managing one's own emotions, thoughts and behaviors. Recognize the skills needed to establish and achieve personal and educational goals. 		
SEL: Social Awareness	Demonstrate an awareness of the expectations for social interactions in a variety of settings.		
SEL: Responsible Decision Making	<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. 		
SEL: Relationship Skills	<ul style="list-style-type: none"> Establish and maintain healthy relationships. Utilize positive communication and social skills to interact effectively with others. Identify who, when, where, or how to seek help for oneself or others when needed. 		
Interdisciplinary Connection			
6.1.2.HistoryC C.3	Make inferences about how past events, individuals, and innovations affect our current lives.		
1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive		
K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.		
<table border="1"> <tr> <td> Unit Essential Question(s): <ul style="list-style-type: none"> How can I gain a deeper understanding about a topic that interests me? How can I quickly find information in a book that I am looking for? How can I jot down and organize information that I have learned? How can I use context clues to help me understand tricky words? </td><td> Unit Enduring Understandings: <ul style="list-style-type: none"> Students will read various books on a topic to gain a deeper understanding. Students will scan information to identify key points. Students will reread nonfiction books to aid a deeper understanding. Students will use context clues to assist with identifying a new or tricky word. </td></tr> </table>		Unit Essential Question(s): <ul style="list-style-type: none"> How can I gain a deeper understanding about a topic that interests me? How can I quickly find information in a book that I am looking for? How can I jot down and organize information that I have learned? How can I use context clues to help me understand tricky words? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Students will read various books on a topic to gain a deeper understanding. Students will scan information to identify key points. Students will reread nonfiction books to aid a deeper understanding. Students will use context clues to assist with identifying a new or tricky word.
Unit Essential Question(s): <ul style="list-style-type: none"> How can I gain a deeper understanding about a topic that interests me? How can I quickly find information in a book that I am looking for? How can I jot down and organize information that I have learned? How can I use context clues to help me understand tricky words? 	Unit Enduring Understandings: <ul style="list-style-type: none"> Students will read various books on a topic to gain a deeper understanding. Students will scan information to identify key points. Students will reread nonfiction books to aid a deeper understanding. Students will use context clues to assist with identifying a new or tricky word. 		

<ul style="list-style-type: none"> • What are articles and how can I identify them in sentences? • What are prepositions and how can I identify them in a sentence? • How does understanding syllables help me with reading and writing words? • How can I segment words to assist with identifying sounds in spelling and reading? 	<ul style="list-style-type: none"> • Students read informational books to identify the main idea and supporting details. • Students will ask and answer questions to gain understanding of nonfiction topics. • Students will utilize text and graphic features to deepen their understanding of a topic. • Students will select a topic to read, respond and share information about. • Students will read targeted High Frequency Words with automaticity. • Students will identify and use determiners (e.g., articles, demonstratives) in their reading and writing. • Students will identify and use frequently occurring prepositions (e.g., during, beyond, toward). • Students will read and write words with a base word and suffix ending. • Students will identify syllables in given words to assist with reading and writing. • Students will segment phonemes to assist with spelling accuracy.
---	---

Evidence of Learning

Formative Assessments: Running records, Conference notes on each student

Summative/Benchmark Assessment(s): Fountas & Pinnell Benchmark Assessment System, High Frequency Word Assessment

Alternative Assessments: N/A

Resources/Materials: Nonfiction book bins Foundations Materials Fry Sight Word Materials Raz Kids	Key Vocabulary: Non-Fiction Uninformational Text Features: Table of Contents, Captions, Labels, Bold, Glossary Graphic Features: Photographs, Illustrations, Diagram, Map
--	--

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Immersion week	<ul style="list-style-type: none"> • With the support of a teacher, students will reflect on previous knowledge regarding non-fiction books. • With the support of a teacher, students will identify topics that they are interested in. • Students will review text and graphic features and identify how they help the reader.. 	<ul style="list-style-type: none"> • Pre-assessment: parking lot chart about favorite thing about fiction reading and favorite thing about non-fiction reading • Readers think about and notice differences between fiction and non-fiction texts. • Classes will create an anchor chart of the results. • Sorting games of text features 	3 class periods
Habit Topics	<ul style="list-style-type: none"> • Students will read various books on a topic to gain a deeper understanding. • Students will scan information to identify key points. 	<ul style="list-style-type: none"> • Mini-lesson: Readers can read many books on a topic that they are interested in to learn a great deal of information. 	5 Class periods

		<ul style="list-style-type: none"> • Readers get ready to read informational text by skinning and scanning across all the features of the page. • Activity sheets to organize information learned. • Post-it notes to “jot” new facts learned • Share new information with a classmate 	
Fluency Topics	<ul style="list-style-type: none"> • Students will reread nonfiction books to aid a deeper understanding. • Students will use context clues to assist with identifying a new or tricky word. 	<ul style="list-style-type: none"> • Mini-lessons and anchor charts to practice fluency strategies of rereading and scanning. • Students will work together in partnerships to practice fluency strategies. 	3 Class Periods
Comprehension Topics	<ul style="list-style-type: none"> • Students read informational books to identify the main idea and supporting details. • Students will ask and answer questions to gain understanding of nonfiction topics. • Students will utilize text and graphic features to deepen their understanding of a topic. • Students will select a topic to read, respond and share information about. 	<ul style="list-style-type: none"> • Readers push themselves to think and wonder by using prompts to help structure their questions. • Readers identify information in a text that answers their questions by using all the sentences on the page to think about what is most important. • Readers look across more than one text to find certain answers and information related to their questions. • Students will identify photographs, maps, timelines, diagrams, charts, captions and sidebars) and try to name the big things they are learning. • Students will write questions and answers regarding a topic that interests them. 	10 Class Periods
Celebration Expert stations:	Readers will present information learned by sharing facts gained on a topic.	<ul style="list-style-type: none"> • Students will create posters to share facts of a topic they learned about. • Present to one another their posters and present facts they have learned. 	5 class periods
Grammar	<ul style="list-style-type: none"> • Students will identify and use determiners (e.g., articles, demonstratives) in their reading and writing. • Students will identify and use frequently occurring prepositions (e.g., during, beyond, toward). 	<ul style="list-style-type: none"> • Brainpop Jr. • Lesson and activities to classify prepositions • Identify prepositions in a sentence or passage. • Identify the words: a, an, the, that, this as determiners 	10 Class Periods

		<ul style="list-style-type: none"> Highlight determiners in a sentence 	
Word Study	<ul style="list-style-type: none"> Students will read targeted High Frequency Words with automaticity. 	<ul style="list-style-type: none"> Teachers will introduce and discuss the following Fry Words: <i>must, big, even, just, because, turn, here, why, ask, went, men, read, need, land, different, home, us, move, try, kind, hand, picture, again, number, change, off, play, spell, air, away, animal, house, point, page, letter, mother, answer, found, study, still, learn, should, America, world, people</i> Students will complete sentences using High Frequency Word. Classes will play various games to develop automaticity for reading High Frequency Words. 	10 Class Periods
Phonics	<ul style="list-style-type: none"> Students will read and write words with a base word and suffix ending. Students will identify syllables in given words to assist with reading and writing. Students will segment phonemes to assist with spelling accuracy. 	<ul style="list-style-type: none"> Classes will follow Foundations scope and sequence for units 12-14. Students will spell base words with the suffix -ed and -ing. Students will determine syllables in multisyllabic words to assist with proper spelling. 	25 Class Periods

Teacher Notes: Multiple books are needed on various topics for students to conduct research.

Additional Resources:

Raz-Kids
Brainpop Jr.

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	508 Students
<ul style="list-style-type: none"> Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing as an explanation Consult with Case Managers and follow IEP 	<ul style="list-style-type: none"> Rephrase questions, directions, and explanations Allow extended time to answer questions Provide Visual Aids that are labeled with vocabulary terms 	<ul style="list-style-type: none"> Provide extension activities Build on students' intrinsic motivations Provide Higher level questions Provide Open Ended Questions Provide multimedia resources such as 	<ul style="list-style-type: none"> Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/ action plans Provide multimedia resources such as 	<ul style="list-style-type: none"> Consult with 504 Plan for modifications and accommodations Rephrase questions, directions, and explanations Provide multimedia resources such as

Midland Park Public Schools

<p>accommodations/ modifications</p> <ul style="list-style-type: none"> • Pre Teach vocabulary • Provide multimedia resources such as apps, picture books, etc 	<ul style="list-style-type: none"> • Pre Teach vocabulary • Provide multimedia resources such as apps, picture books, etc 	<p>apps, picture books, etc</p>	<p>apps, picture books, etc</p> <ul style="list-style-type: none"> • Pre Teach vocabulary 	<p>apps, picture books, etc</p> <ul style="list-style-type: none"> • Pre Teach vocabulary
--	---	---------------------------------	--	--