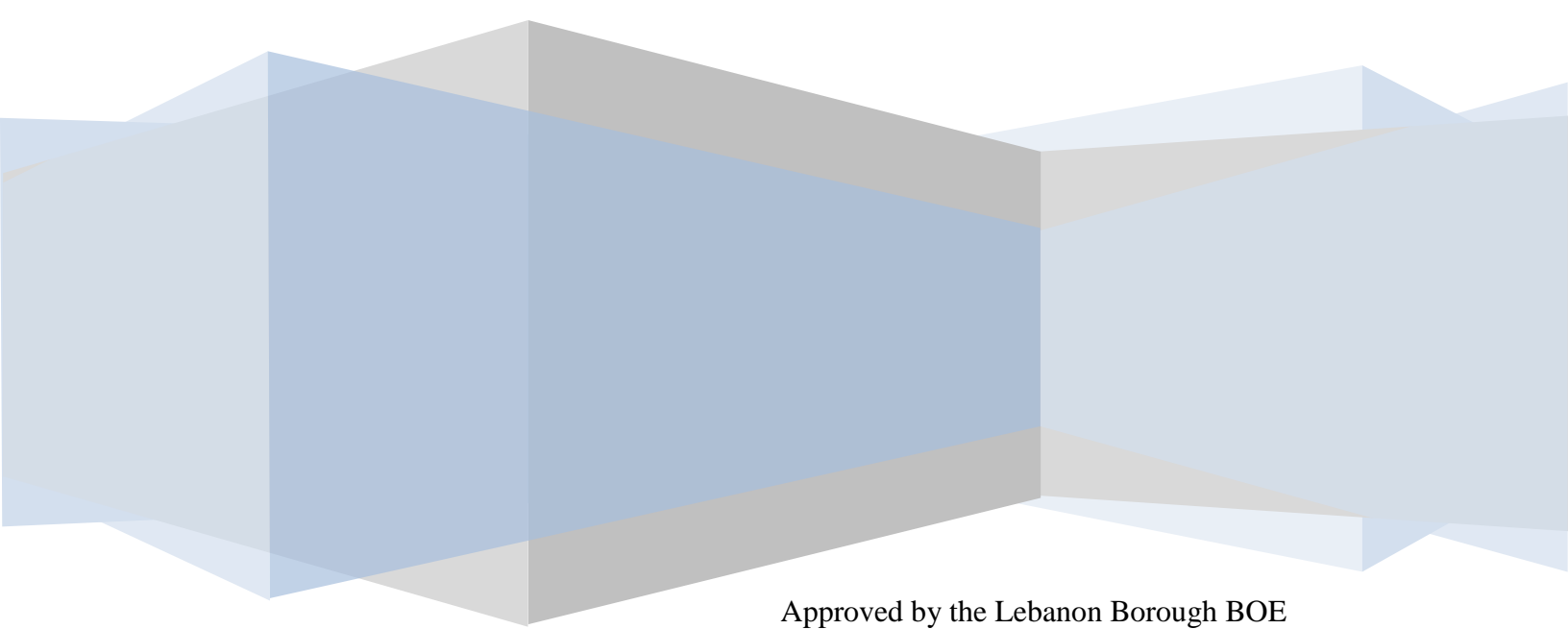


Lebanon Borough Public School

English Language Arts

Curriculum Guide

Grade 1



Approved by the Lebanon Borough BOE
December 10, 2020/Revised:

Introduction

The Lebanon Borough School believes in celebrating the rich history of community partnerships created through sharing of services with neighboring school systems in Hunterdon County. This ensures a consistent, high quality instruction for all learners. The English Language Arts curriculum is built upon this belief by incorporating the Common Core ELA Grade Level Standards within the components of a balanced literacy framework. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

By the end of Grade 1 English Language Arts, students in the Lebanon Borough Public School:

- *Can read prose and poetry (RL.1.10)*
- *Can read nonfiction (RI.1.10)*
- *Can use word study and phonics to read words (RF.1.3)*
- *Can read with fluency, accuracy, and understanding (RF.1.4)*
- *Can read with purpose and understanding (RF.1.4a)*
- *Can read with fluency, accuracy, and expression (RF.1.4b)*
- *Can take part in group discussions (SL.1.1)*
- *Can make complete sentences (SL.1.6)*
- *Can make good word choices when writing or speaking (L.1.1)*
- *Can follow the rules about words and sentences when I write (L.1.2)*
- *Can use new words that I have learned (L.1.6)*



Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Reading	Grade:	1
Trimester:	1	Unit Title:	Establishing the Literacy Classroom
		Pacing:	2 weeks

ESSENTIAL QUESTION

- What do good readers do?
- How can I be a productive member of my reading community?

TARGET STANDARDS

ELA NJSLS	I Can...
SL.1.2	Ask and answer questions about what is read or spoken
RF.1.1a	Know that a sentence begins with a capital letter and ends with a period
SL.1.1a	Follow the rules for a discussion
SL.1.1b	Talk with others and add to what they say
L.1.5b	Tell the meaning of a word by telling details about it
RL.1.7	Use pictures and words to tell what a book is about
RI.1.6	Understand the difference between the information in a picture and words
RL.1.3	Describe characters, settings, and events in a story

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Selection	Must Do Routines	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i> <i>Establishing classroom community</i>	<u>Chrysanthemum</u> by Kevin Henkes	<ul style="list-style-type: none"> Establish a classroom community using a read aloud with a focus on classroom community Acclimate students to classroom environment by using a read aloud with a focus on environment and discussion Begin to establish appropriate participation / group discussion guidelines by using a read aloud with a focus on manners 	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> • Expectations and Routines in Literacy Classroom <ul style="list-style-type: none"> ○ Finding rug spot/ desk quickly and quietly ○ Being ready to listen, work, raising hands ○ How to sit appropriately during whole class read aloud ○ Look at teacher during read aloud ○ Turn and talk with peer about read aloud book ○ Getting to know our classroom – library, materials, etc. 3. Shared Reading 	<ul style="list-style-type: none"> Sit appropriately and listen to a read aloud Contribute to class discussion appropriately 	read aloud reflect respect responsibility

			<ol style="list-style-type: none"> 4. Guided Reading (5x per week) 5. Independent Reading (5-10 min.) <ul style="list-style-type: none"> • Begin establishing expectations for proper book handling skills <ul style="list-style-type: none"> ○ Browsing books ○ Putting books back 6. Confer with Students 7. Respond to Text 8. Foundational Skills <ul style="list-style-type: none"> • Orton Gillingham Sound Routine • Orton Gillingham Blending Routine • Red (sight) Words Routine 9. Vocabulary 10. Closure/Share/Reflection: 		
<p><i>During Week 2</i></p> <p><i>Establishing Routines & Transitions</i></p>	<p><u>A Bad Case of Stripes</u> by Julia Cook</p>	<ul style="list-style-type: none"> • Review with students how to use word wall appropriately • Direct Instruction to develop reading and writing routines (transitions, independent work, appropriate use of materials) • Continue to develop respectful classroom discussions • Confer with Students • Review end of “K” data, and assess new students (When placement is in question, retest at your discretion) 	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> • Introduce structure ,purpose of word wall • Transitioning quickly and quietly • Continue to discuss/model expectations for classroom 3. Shared Reading 4. Guided Reading 5. Independent Reading (5-10 min.) <ul style="list-style-type: none"> • Begin conferring with students during independent reading time (table conferences) • Continue establishing expectations for proper book handling skills <ul style="list-style-type: none"> ○ Browsing books ○ Putting books back ○ Sharing about the book with a partner 6. Respond to Text 7. Foundational Skills <ul style="list-style-type: none"> • Orton Gillingham Sound Routine • Orton Gillingham Blending Routine • Red (sight) Words Routine 8. Word Study 9. Vocabulary 10. Closure/Share/Reflection: 	<ul style="list-style-type: none"> • Transition from activities appropriately • Contribute respectfully to a classroom discussion • Begin to verbally state expectations on how to behave during reading time and read alouds • Handle books independently and appropriately 	<p>transition routines</p> <p>browsing word wall</p>
			Lebanon Borough Public School Curriculum Office		
				1.ela.T1.R1	

DIFFERENTIATION

RESOURCES

The Amistad Commission's Literacy Components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm

www.readwritethink.org

www.teacher.scholastic.com

www.pbskids.org

www.storybird.com

www.teachingchannel.org

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
5. **Environmental Literacy**

21st Century Skills: Bold all that apply

1. Creativity & Innovation
2. **Critical Thinking & Problem Solving**
3. **Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology
7. Life & Career Skills

Technology Infusion:

Seesaw, Raz Kids for leveled practice, Google Classroom

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Writing	Grade:	1
Trimester:	1	Unit Title:	Establishing the Literacy Classroom
		Pacing:	4 weeks

ESSENTIAL QUESTION

- What do good writers do?
- How can I be a productive member of my writing community?

TARGET STANDARDS

ELA NJSLS	I Can...
W.1.3	Write a detailed story that has a beginning, middle, and end
SL.1.1a	Follow the rules for a discussion
SL.1.1b	Talk with others and add to what they say
SL.1.2	Ask and answer questions about what is read or spoken
SL.1.5	Use pictures to help others understand what I am talking about.
L.1.1a	Print all uppercase and lowercase letters.
L.1.2b	Use punctuation to end a sentence.
L.1.5c	Connect words with things that happen in the world around me.

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Selection	Must Do Routines	Must Do	Evidence of Learning	Vocabulary
<i>During Week 1</i> <i>Establishing a Community of Writers</i> <i>SL.1.1a,b</i>	Examples of student written/adult written writing pieces or teacher selected read aloud	<ol style="list-style-type: none"> 1. Establish a classroom community 2. Acclimate students to classroom environment 3. Begin to establish appropriate participation/ group discussion guidelines 	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> Define and discuss, “How is our classroom a community?” Identify and model writing routines <ul style="list-style-type: none"> Expectations of classroom behavior during writing Appropriate participation Participating in whole group vs. small group vs. partner talks 3. Shared Writing/ Interactive Writing 4. Independent Writing 	<ul style="list-style-type: none"> Sit appropriately and listen to a read aloud Contribute to class discussion appropriately 	community environment appropriate discussion participation

			<ol style="list-style-type: none"> 5. Confer with students 6. Conventions, Grammar, Language 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • How is our classroom set up for writing? 		
<p><i>During Week 2</i></p> <p><i>Qualities of a Good Writer</i></p> <p><i>L.1.1a, 2b</i></p>	<p>Examples of student written/adult written writing pieces or teacher selected read aloud</p>	<ol style="list-style-type: none"> 1. Establish ideas of what a writer is 2. Shared Writing Activities 3. Review proper handwriting techniques 	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> • Continue identify and model writing routines • Define and discuss the role of a writer • Review proper handwriting techniques 3. Shared Writing/ Interactive Writing 4. Independent Writing <ul style="list-style-type: none"> • Model how to write a short story on a shared classroom experience: focus on detailed illustration 5. Confer with students 6. Conventions, Grammar, Language 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • What are the qualities of a good writer? • Model how to write a short story on a shared classroom experience: focus on adding words to illustrations 5. Confer with students 6. Conventions, Grammar, Language <ul style="list-style-type: none"> • Model using periods to end sentences 7. Foundational Skills 8. Closure/ Share/ Reflection <ul style="list-style-type: none"> • How can I be a positive member of my writing community? 	<ul style="list-style-type: none"> • Form letters correctly • Complete a class shared writing story about a topic of their choosing 	<p>writer handwriting shared writing</p>

			<p>discuss “zones” at school – quiet zones, play zones, work zones)</p> <p>7. Foundational Skills</p> <p>8. Closure/ Share/ Reflection</p> <ul style="list-style-type: none"> • How can I be independent during writing time? 		
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DIFFERENTIATION

<p>Respectful tasks based on readiness, interests, learning profile.</p> <p>Flexible groupings</p> <p>Ongoing assessment and adjustment</p> <p>Differentiated rubric(s)</p> <p>Excerpt texts, sentence frames, equity sticks</p>	<p>Study island</p> <p>RAZ-Kids</p> <p>Reading Groups, by level</p> <p>Center Activities</p>
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RESOURCES

The Amistad Commission’s Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf	
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm	
www.readwritethink.org	www.teacher.scholastic.com
www.pbskids.org	www.storybird.com
www.teachingchannel.org	

21st Century/ Interdisciplinary Themes: Bold all that apply

<p>1. Global Awareness</p> <p>2. Financial, Economic, Business and Entrepreneurial Literacy</p> <p>3. Civic Literacy</p> <p>4. Health Literacy</p> <p>5. Environmental Literacy</p>	<p>21st Century Skills: Bold all that apply</p> <p>1. Creativity & Innovation</p> <p>2. Critical Thinking & Problem Solving</p> <p>3. Communication & Collaboration</p> <p>4. Media Literacy</p> <p>5. Information Literacy</p> <p>6. Information, Communication & Technology</p> <p>7. Life & Career Skills</p>
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Technology Infusion:

Study island

<https://app.studyisland.com/cfw/login>

RAZ-Kids for leveled reading practice

<https://www.raz-kids.com/main/Search/?searchTerms=login>

Learn 360

http://learn360.infobase.com/a_MyFolders.aspx

Smart Board, interactive activities with SmartExchange

<http://exchange.smarttech.com/>

Pearson Reading Website

<https://www.pearsonrealize.com/#/>

iPads, various apps

Google Classroom

Seesaw

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Reading	Grade:	1
Trimester:	1	Unit Title:	Animals, Tame and Wild
		Pacing:	7 weeks

ESSENTIAL QUESTION

- What are the roles of the author and illustrator?
- What are the differences between fiction and non-fiction stories?
- What are the characteristics of a good story retell?
- How can I connect to the story I am reading?
- Unit Question: How are people and animals important for each other?

TARGET STANDARDS

ELA NJSL	I Can ...	
RF.1.1	Understand how a book is organized	
RF.1.1a	Understand that a sentence begins with a capital letter and ends with a period	
RF.1.2	Understand that words are made up of sounds	
RF.1.2c	Say each of the sounds in one-syllable words	
RF.1.2b	Blend the sounds in one-syllable words	
RF.1.2d	Separate the sounds in one-syllable words	
RF.1.3b	Read one-syllable words	
RI.1.6	Understand the difference between the information in a picture and in words	
RF.1.3a	Identify the spellings and the sounds of consonant digraphs	
RL.1.3	Describe characters, settings, and events in a story	
RL.1.7	Point to the pictures and the text that describe parts of a story	
SL.1.2	Ask and answer questions about what is read or spoken	
RL.1.1	Ask and answer question about a text I have read	
RI.1.7	Use pictures and words to tell what a book is about	
RI.1.1	Ask and answer questions about details in a text	
RL.1.5	Tell the difference between fiction and non-fiction	
L.1.5a	Sort words into groups to help me understand their meanings	
L.1.5b	Tell the meaning of a word by telling details about it	
SL.1.3	Ask and answer questions about what was said to help me understand more	
SL.1.1b	Talk with others and add to what they say	
SL.1.1a	Follow the rules for a discussion	

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary

<p><i>During Week 1</i></p> <p><i>Realistic Fiction</i></p> <p><i>Weekly Question: What do what pets need?</i></p>	<p><u>Sam Come Back.</u> By Susan Stevens Crummel</p> <p>Suggested Texts:</p> <p><u>It's Back to School We Go vs. First Day Jitters</u></p>	<ol style="list-style-type: none"> 1. Read Aloud to establish the following concepts of print 2. Direct Instruction <ul style="list-style-type: none"> • Review that a book has a title, author and/or illustrator and what they do • Review that sentences begin with a capital letter • Review that sentences end with a period and it's meaning • Review difference in fiction and non-fiction books • Introduce reading logs 3. Shared/Guided Reading 4. Independent Reading (15-20 min. per day) 5. Confer with Students 6. Respond to Text 7. Phonics/Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies <ul style="list-style-type: none"> • Orton-Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 8. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 9. Closure/Share/Reflection: <ul style="list-style-type: none"> • What are the roles of an author/illustrator? • What are the two things that every sentence needs at the beginning and end? 	<ul style="list-style-type: none"> • Verbally identify titles, authors, illustrators and their roles (turn and talk) • Explore print in books to locate capital letters • Model pausing after periods • Label a story as fiction or non-fiction • Identify letters vs. sound • Understand words are made up of sounds • Blend one-syllable words during independent reading • Introduce in-school reading logs • Tell meaning of vocabulary by telling details 	<p>concepts print title capital period pause fiction non-Fiction reading Log</p>
<p><i>During Week 2</i></p> <p><i>Animal Fantasy, Plot</i></p>	<p><u>Pig in a Wig</u> By Susan Stevens Crummel</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> • Establish expectations for picture walk • Begin making text to self or text to text connections 3. Shared /Guided Reading 3. Independent Reading (15-20 min. per day) 4. Confer with Students 5. Respond to Text 	<ul style="list-style-type: none"> • Use picture walk to provide story predictions prior to reading • Use picture walk to provide basic retelling • Verbally connect life experiences to story read • Verbally connect previous stories read to story read 	<p>decode syllable picture walk retell character setting events connection</p>
<p>Lebanon Borough Public School Curriculum Office</p>				<p>1.ela.T1.R1</p>

<p><i>Weekly Question: Who helps animals?</i></p>		<p>6. Phonics/Word Study (5 days per week)</p> <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> • Orton-Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine <p>7. Vocabulary (3-5 days per week)</p> <ul style="list-style-type: none"> • Amazing Words • High Frequency Words <p>8. Closure / Share / Reflection:</p>	<ul style="list-style-type: none"> • Decode one-syllable words • Orton-Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 	<p>text to text text to self "Just Right" books</p>
<p><i>During Week 3</i></p> <p><i>Animal Fantasy,</i></p> <p><i>Character and Setting,</i></p> <p><i>Weekly Question: How do animals help people?</i></p>	<p><u>The Big Blue Ox</u> By Susan Stevens Crummel</p> <p>Suggested Texts: <u>Franklin's Class Trip</u></p> <p><u>Miss Nelson is Back</u></p> <p><u>Stone Soup</u></p>	<p>1. Read Aloud (5x per week)</p> <p>2. Direct Instruction</p> <ul style="list-style-type: none"> • Begin to establish understanding of story structure (beginning, middle, end) orally • Begin to use story structure to aid in a good retelling • Continue to practice decoding of one-syllable words <p>3. Shared/Guided Reading</p> <p>4. Independent Reading (15-20 min. per day)</p> <p>5. Confer with Students</p> <p>6. Respond to Text</p> <p>7. Phonics/Word Study (5 days per week)</p> <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> • Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routine • red word routine <p>8. Vocabulary (3-5 days per week)</p> <ul style="list-style-type: none"> • Amazing Words • High Frequency Words <p>9. Share / Reflection: What makes a good retell?</p>	<ul style="list-style-type: none"> • Retell story using pictures first, eventually fading, and containing most significant events from the beginning, middle, and end • Work with reading partner appropriately and respectfully • Read fluently in "Just Right" books 	<p>partner beginning /first middle / then / next end sequencing retelling respectful</p>
<p><i>During Week 4</i></p> <p><i>Literary Non-fiction Main Idea and Details</i></p>	<p><u>A Fox and a Kit</u> by Leya Roberts</p>	<p>1. Read Aloud</p> <p>2. Direct Instruction</p> <ul style="list-style-type: none"> • Establish expectations for a detailed retelling including: <ul style="list-style-type: none"> ○ Setting ○ Character names ○ Story vocabulary beginning, middle, end 	<ul style="list-style-type: none"> • Give a verbal retelling of a story, whether read aloud or read independently, that includes setting, character names, story vocabulary, and most important events from the beginning, middle, and end • Read fluently in "Just Right" books. 	<p>retelling setting character</p> <p>any story vocabulary for Read Alouds</p>

<p><i>Weekly Question: How do wild animals take care of their babies?</i></p>		<ol style="list-style-type: none"> 3. Shared /Guided Reading 4. Independent Reading (15-20 minutes daily) 5. Confer with Students 6. Respond to Text 7. Phonics/Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing) <ul style="list-style-type: none"> • Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 8. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words 9. Closure / Share / Reflection: <ul style="list-style-type: none"> • What do I need to include for a good retell? 		<p>beginning middle end</p>
<p><i>During Week 5</i></p> <p><i>Realistic Fiction, Main Idea and Details</i></p> <p><i>Weekly Question: Which wild animals live in our neighborhood?</i></p>	<p><u>Get the Egg by Alyssa Satin Capucilli</u></p> <p>Suggested Texts:</p> <p><u>The Wednesday Surprise</u></p> <p><u>Grandfather Twilight</u></p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> • Ask and answer text based questions <ul style="list-style-type: none"> ○ Model deeper thinking questioning ○ Work with partners to ask and answer higher level thinking questions ○ Provide evidence from text 3. Shared Reading 4. Guided Reading 5. Independent Reading (15-20 min per day) 6. Confer with Students 7. Respond to Text 8. Phonics/Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> ○ Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 9. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 10. Closure / Share / Reflection: 	<ul style="list-style-type: none"> • Ask and answer questions about a read aloud, providing specific examples • Read fluently in “Just Right” books. 	<p>evidence “looking back”</p>
<p><i>During Week 6</i></p>	<p><u>Animal Park By Judy Nayer</u></p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> • Continue to develop in depth thinking when answering questions 	<ul style="list-style-type: none"> • Answer story questions using complete sentences. • Answer story questions using supporting details from the text 	<p>supporting detail in-depth complete sentence</p>

<p><i>Literary Non-Fiction, Cause and Effect</i></p> <p><i>Weekly Question: What can we learn about wild animals by watching them?</i></p>		<ol style="list-style-type: none"> 3. Answer story questions using complete sentences. 4. Shared Reading 5. Guided Reading 6. Independent Reading (15-20 min. daily) 7. Confer with Students 8. Respond to Text 9. Phonics/Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> • Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 10. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 11. Closure / Share / Reflection: <ul style="list-style-type: none"> • What does a good answer with supporting details look like? 	<ul style="list-style-type: none"> • Read fluently in “Just Right” books. 	
<p><i>During Week 7</i></p> <p><i>Unit In Review</i></p>	<p>Nursery Rhymes, Part 1: See Poetry Unit, Social Studies Cross-Curricular</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction <ul style="list-style-type: none"> • Review elements of a good retelling, picture walks, and making story connections 3. Shared Reading 4. Guided Reading 5. Independent Reading (15-20 min per day) 6. Confer with Students 7. Respond to Text 8. Phonics/Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> • Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 9. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 10. Closure / Share / Reflection <ul style="list-style-type: none"> • How do I use what I read to retell and make 	<ul style="list-style-type: none"> • Practice a complete retelling • Practice story picture walk • Practice making personal connections to story read 	<p>picture walk personal connection retelling</p>
DIFFERENTIATION				

Respectful tasks based on readiness, interests, learning profile. Flexible groupings Ongoing assessment and adjustment Differentiated rubric(s) Excerpt texts, sentence frames, equity sticks	Study island RAZ-Kids Reading Groups, by level Center Activities
RESOURCES	
The Amistad Commission's Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf	
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm	
www.readwritethink.org	www.teacher.scholastic.com
www.pbskids.org	www.storybird.com
www.teachingchannel.org	
ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY	
21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills
Technology Infusion:	
Razkids.com for leveled reading practice, Google Classroom, Seesaw Journal	

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Writing	Grade:	1
Trimester:	1	Unit Title:	Writing Personal Narratives
		Pacing:	5 weeks

ESSENTIAL QUESTION

- Where do writers get their ideas?
- How can I make my writing better?

TARGET STANDARDS

ELA NJCLS	I Can...	
W.1.3	Write a detailed story that has a beginning, middle, and an end	
L.1.2a	Capitalize days of the week, months of the year, and people’s names	
L.1.1c	Use nouns and verbs that agree	
L.1.1d	Use personal (I, they), possessive (my, their), and indefinite (anyone, everything) pronouns	
L.1.1e	Use verbs to show when something happens	
L.1.1h	Use articles (a, the) and demonstrative adjectives (this, that)	
L.1.1j	Give examples of the four types of sentences	
L.1.2b	Use punctuation to end a sentence	
SL.1.1a	Follow the rules for a discussion	
SL.1.5	Use pictures to help others understand what I am talking about	
L.1.1a	Print all uppercase and lowercase letters	

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>What is a personal narrative?</i></p> <p>W.1.3</p>	<p><u>Alexander and the Terrible, No Good, Very Bad Day</u> by Judith Viorst</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> Administer On-Demand Pre-Assessment Introduce idea of personal narrative Generate list of story ideas 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language (throughout unit) <ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns (e.g. I, me, my; they, them, their, anyone, everything) 7. Foundational Skills <ul style="list-style-type: none"> Teach correct letter formation 	<ul style="list-style-type: none"> Can verbally define the term “personal narrative” Write independently for an extended period of time List of topics for personal narratives Use personal, possessive, and indefinite pronouns when appropriate Use correct letter formation 	<p>on-demand personal narrative</p>

<p><i>During Week 2</i></p> <p><i>Establishing a beginning, middle and end</i></p> <p><i>W.1.3</i></p>	<p><u>Chicken Sunday</u> by Patricia Polacco</p>	<p>8. Closure/Share/Reflection</p> <ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Sketching a beginning, middle, and end story • Establish understanding of labeling • Introduction of Writing Partners 3. Shared Writing/Interactive Writing (1-2x per week) <ul style="list-style-type: none"> • Discuss and model writing 4 types of sentences: declarative, interrogative, imperative, and exclamatory 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language (throughout unit) <ul style="list-style-type: none"> • Introduce concepts of nouns (person, place, thing) • Identify the noun (person, place, or thing) in illustrations/story 7. Foundational Skills <ul style="list-style-type: none"> • Continue teaching correct letter formation 8. Closure/Share/Reflection 	<ul style="list-style-type: none"> • Produce a picture with appropriate labels, showing a story with a beginning, middle, and end • Work with a partner to tell story • Stories include a person, place, or thing • Give examples of the 4 types of sentences • Use correct letter formation 	<p>sketch label nouns</p>
<p><i>During Week 3</i></p> <p><i>Using the word wall in writing</i></p>	<p><u>Smoky Nights</u> by Eve Bunting</p> <p>Examples of student written/adult written narrative pieces</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Establish how to use word wall when writing • Meet with partners to ensure word wall words are spelled correctly • Writers use words to tell their stories in addition to word wall words and labels • Stretching out words 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language (throughout unit) <ul style="list-style-type: none"> • Introduce concept of verbs (action) • Add action (verbs) to stories • Use articles (a, the) and demonstrative adjectives (this, that) 7. Foundational Skills <ul style="list-style-type: none"> • Continue teaching correct letter formation 8. Closure/Share/Reflection 	<ul style="list-style-type: none"> • Majority of word wall words spelled correctly in writing and phonetically spelled words • Stories include action (verbs) • Uses articles and demonstrative adjectives • Use correct letter formation 	<p>word wall edit revise verb</p>

<p><i>During Week 4</i></p> <p><i>Writing with detail</i></p> <p><i>W.1.3</i></p>	<p><u>How my Parents Learned to Eat</u> by Ina Friedman</p> <p>Examples of student written/adult written narrative pieces</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Stretching out your ideas through adding details (e.g.): <ul style="list-style-type: none"> ○ Add setting ○ Add “characters” – people to story ○ Tell time of day 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language (throughout unit) <ul style="list-style-type: none"> • Establish understanding of proper sentence structure (using capitals and punctuation) • Make sure nouns and verbs agree in simple sentences 7. Foundational Skills <ul style="list-style-type: none"> • Continue teaching correct letter formation 8. Closure/Share/Reflection 	<ul style="list-style-type: none"> • Add details • Sentences start with a capital and end with a punctuation • Use correct letter formation 	<p>capitalization punctuation period</p>
<p><i>During Week 5</i></p> <p><i>Using proper nouns in writing</i></p> <p><i>L.1.2a</i></p>	<p><u>Green Eggs and Ham</u> by Dr. Suess</p> <p>Examples of student written/adult written narrative pieces</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Capitalize “character’s” names (proper noun) 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language (throughout unit) <ul style="list-style-type: none"> • Introduce rules of capitalization (days, months, proper nouns) • Use periods to end sentences 7. Foundational Skills <ul style="list-style-type: none"> • Continue teaching correct letter formation 8. Closure/Share/Reflection 	<ul style="list-style-type: none"> • Proper nouns in writing are capitalized • Use correct letter formation • Begins to use periods to end sentences 	<p>proper nouns</p>

DIFFERENTIATION

<p>Respectful tasks based on readiness, interests, learning profile.</p> <p>Flexible groupings</p> <p>Ongoing assessment and adjustment</p> <p>Differentiated rubric(s)</p> <p>Excerpt texts, sentence frames, equity sticks</p>	<p>Study island</p> <p>RAZ-Kids</p> <p>Reading Groups, by level</p> <p>Center Activities</p>
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RESOURCES

<p>The Amistad Commission’s Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf</p>			
<p>Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm</p>			
<p>www.readwritethink.org</p>	<p>www.teacher.scholastic.com</p>	<p>Lebanon Borough Public School Curriculum Office</p>	<p>1.ela.T1.R1</p>
<p>www.pbskids.org</p>	<p>www.storybird.com</p>		
<p>www.teachingchannel.org</p>			

ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY	
21 st Century/ Interdisciplinary Themes: Bold all that apply	21 st Century Skills: Bold all that apply
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills
Technology Infusion:	
Razkids.com for leveled reading practice, Google Classroom, Seesaw Journal	

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Reading	Grade:	1
Trimester:	2	Unit Title:	Communities
		Pacing:	7 weeks

ESSENTIAL QUESTION

- How do we learn about characters?
- How do stories reflect real life?
- What is a community?

TARGET STANDARDS

ELA NJSLS	I Can...
RL.1.4	Point out words and phrases in text that show feeling
RL.1.9	Compare and contrast characters in stories
RL.1.3	Describe characters, setting, and events in a story
RL.1.1	Ask and answer questions about a text I have read
RF.1.4c	Use context clues to correct my reading and reread if necessary
RF.1.3f	Read words with endings
RF.1.3e	Read two-syllable words by breaking them into smaller parts I already know
RF.1.3a	Identify the spellings and the sounds of consonant digraphs
L.1.4c	Identify root words in all of their forms
L.1.4b	Use prefixes or suffixes to help me figure out the meaning of a word
L.1.4a	Use context clues to figure out the meaning of a word or a phrase

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary
During Week 1 <i>Literary Non-fiction</i> Weekly Question: <i>What does a family do together?</i>	A Big Fish for Max by Rosemary Wells	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Model how we “get to know” characters by using: <ul style="list-style-type: none"> ○ character map ○ post-its ○ dialogue with partners 3. Shared Reading 4. Guided Reading 5. Independent Reading (15-20 minutes per day) 6. Confer With Students 7. Respond to Text 8. Foundational Skills 9. Word Study (5 days per week) <ul style="list-style-type: none"> ○ Orton Gillingham 	<ul style="list-style-type: none"> List facts about a character, orally or in written form 	character character map

		<ul style="list-style-type: none"> • Letter-sound routing • red word routine 11. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 12. Closure/ Share/ Reflection		
<p><i>During Week 2</i></p> <p><i>Realistic Fiction</i></p> <p><i>Weekly Question: How is School a Community?</i></p>	<p><u>Farmer in the Hat</u> by Pat Cummings</p> <p>Suggested Texts: <u>Stephanie's Ponytail</u> by Robert Munsch</p>	1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> • Identify possible character traits and feelings in a text using anchor charts • Identify character's traits and feelings in independent books • Support with evidence/clues from text 3. Shared Reading 4. Guided Reading (5 x per week) 5. Independent Reading (15-20 minutes per day) 6. Confer With Students 7. Respond to Text 8. Foundational Skills 9. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> ○ Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 10. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 11. Closure/ Share/ Reflection	<ul style="list-style-type: none"> • Identify and record words that express character feelings or emotions • Identify and record words that represent character traits 	<p>feeling trait evidence</p>
<p><i>During Week 3</i></p> <p><i>Expository Text</i></p> <p><i>Who Works to Make our Community a Nice Place?</i></p>	<p><u>Who Works Here?</u> by Melissa Blackwell Burke</p>	1. Read Aloud (3-5 x per week) 2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> • Model through read alouds how a character's feelings can change throughout the text • Introduce and model making predictions <ul style="list-style-type: none"> ○ What is a prediction? ○ What makes a good prediction: Using what we know about characters already to make our prediction 3. Shared Reading 4. Guided Reading (5 x per week) 5. Independent Reading (15-20 minutes per day) 6. Confer With Students	<ul style="list-style-type: none"> • Track changes in characters' feelings during read aloud using anchor charts and organizers. • Write predictions on a post it during read aloud (stop and jot), and independent reading 	<p>prediction stop and jot</p>

		<ol style="list-style-type: none"> 7. Respond to Text 8. Foundational Skills 9. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> ○ Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 10. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 11. Closure/ Share/ Reflection 		
<p><i>During Week 4</i></p> <p><i>Fiction</i></p> <p><i>Weekly Questions: How do Animal Communities work together to survive?</i></p>	<p><u>The Big Circle</u> by Eric Kimmel</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> • Good readers ask questions • What makes a good question? • Good readers question why a character did something. 3. Shared Reading 4. Guided Reading 5. Independent Reading (15-20 minutes per day) 6. Confer With Students 7. Respond to Text 8. Foundational Skills 9. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> ○ Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 10. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 11. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Participate in reading conference, respond to question such as “What are you wondering about your character?” 	<p>question confer</p>
<p><i>During Week 5</i></p> <p><i>Expository Text</i></p> <p><i>How are Plant and Animals Communities Important to Each Other?</i></p>	<p><u>Life in the Forest</u> by Claire Daniel</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5 x per week) 2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> • Model as a whole group, how to compare the main characters and their traits in characters <ul style="list-style-type: none"> ○ Review same and different ○ How are characters the same/different? ○ Use Venn diagrams to compare and contrast each characters’ traits • Making text to text connections: similarities across 	<ul style="list-style-type: none"> • Using organizers such as a Venn diagram, record hare similarities and differences between characters and share with partner • Use organizers to discuss characters and their traits • Make text-to-text 	<p>compare contrast same different venn diagram</p>

		<p>characters, lessons, etc.</p> <ol style="list-style-type: none"> 3. Shared Reading 4. Guided Reading (5 x per week) 5. Independent Reading (15-20 minutes per day) 6. Confer With Students 7. Respond to Text 8. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> ○ Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 9. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 10. Closure/ Share/ Reflection 	connections (e.g. How are characters across books similar?)	
<p><i>During Week 6</i></p> <p><i>Expository Text</i></p> <p><i>How is an Insect Community like a Community of People</i></p>	<p>Honey Bees by Jesus Cervantes</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> • Model as a whole group, how to compare the same characters adventures or experiences in stories • Use graphic organizers or anchor charts to document and track similarities and differences. 3. Shared Reading 4. Guided Reading 5. Independent Reading (15-20 minutes per day) 6. Confer With Students 7. Respond to Text 8. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> ○ Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 9. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 10. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Using organizers such as a Venn diagram, record hare similarities and differences of character’s adventure/experience and share with partner • Use organizers to discuss characters’ adventures and experiences 	adventure experience
<p><i>During Week 7</i></p>		<ol style="list-style-type: none"> 1. Read Aloud (3-5 xs per week) 2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> • Revisit comparing and contrasting experiences of characters 	<ul style="list-style-type: none"> • Either independently of with partner, compare and contrast the 	writing on demand

<p><i>Review Unit</i></p> <p><i>Checking for learning</i></p>	<p>Nursery Rhymes, Part 1: See Poetry Unit, Social Studies Cross-Curricular</p>	<p>in stories</p> <ol style="list-style-type: none"> 3. Check for understanding 4. Shared Reading 5. Guided Reading (5 x per week) 6. Independent Reading (15-20 minutes per day) 7. Confer With Students 8. Respond to Text 9. Foundational Skills 10. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> ○ Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 11. Vocabulary (3-5 days per week) 12. Closure/ Share/ Reflection 	<p>adventure and experiences of characters in stories</p> <ul style="list-style-type: none"> • Suggested: Writing on Demand prompt 	
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DIFFERENTIATION

<p>Respectful tasks based on readiness, interests, learning profile.</p> <p>Flexible groupings</p> <p>Ongoing assessment and adjustment</p> <p>Differentiated rubric(s)</p> <p>Excerpt texts, sentence frames, equity sticks</p>	<p>Study island</p> <p>RAZ-Kids</p> <p>Reading Groups, by level</p> <p>Center Activities</p>
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RESOURCES

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<p>www.readwritethink.org</p>	<p>www.teacher.scholastic.com</p>
<p>www.pbskids.org</p>	<p>www.storybird.com</p>
<p>www.teachingchannel.org</p>	

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21 st Century/ Interdisciplinary Themes: Bold all that apply	21 st Century Skills: Bold all that apply
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills

Technology Infusion:

<p>Razkids.com, Google Classroom, Seesaw Journal</p>	<p>Lebanon Borough Public School Curriculum Office</p>	<p>1.ela.T1.R1</p>
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Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Writing	Grade:	1
Trimester:	2	Unit Title:	Writing Personal Narratives – cont’d
		Pacing:	5 weeks

ESSENTIAL QUESTION

- Where do writers get their ideas?
- How can I make my writing better?

TARGET STANDARDS

ELA NJSLs	I Can...	
W.1.3	Write a detailed story that has a beginning, middle, and an end	
L.1.2a	Capitalize days of the week, months of the year, and people’s names	
L.1.1c	Use nouns and verbs that agree	
L.1.1d	Use personal (I, they), possessive (my, their), and indefinite (anyone, everything) pronouns	
L.1.1e	Use verbs to show when something happens	
L.1.1h	Use articles (a, the) and demonstrative adjectives (this, that)	
L.1.1j	Give examples of the four types of sentences	
L.1.2b	Use punctuation to end a sentence	
SL.1.1a	Follow the rules for a discussion	
SL.1.5	Use pictures to help others understand what I am talking about	
L.1.1a	Print all uppercase and lowercase letters	

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Writing different types of sentences</i></p> <p><i>L.1.1j</i></p>	<p>Tooth Trouble by Abby Klein</p> <p>Examples of student written/adult written narrative pieces</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Expanding our ideas to include different types of sentences <ul style="list-style-type: none"> ○ Statement (.) ○ Exclamatory (!) ○ Question (?) • Expanding writing with various use of sentences 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language (throughout unit) <ul style="list-style-type: none"> • Establish understanding of various types of sentences (questions, exclamatory, statement) • Continue using articles and demonstrative adjectives 	<ul style="list-style-type: none"> Writing shows various types of sentences Print letters 	<p>question</p> <p>statement</p> <p>exclamatory</p>

		<ul style="list-style-type: none"> • Making sure nouns and verbs are in agreement <p>7. Foundational Skills</p> <ul style="list-style-type: none"> • Reinforce proper handwriting formation <p>8. Closure/Share/Reflection</p>		
<p><i>During Week 2</i></p> <p><i>Writing with a partner</i></p> <p><i>SL.1.1a</i></p>	<p><u>Tooth Trouble</u> by Abby Klein</p> <p>Examples of student written/adult written narrative pieces</p>	<p>1. Read Aloud (3-5x per week)</p> <p>2. Direct Instruction (<i>mini-lessons, guided writing</i>)</p> <ul style="list-style-type: none"> • Establish writing partners • How to share your writing with a partner (e.g.) <ul style="list-style-type: none"> ○ One person sharing at one time ○ Writing in the middle so both can see ○ Comment/compliment writer ○ Give your partner a suggestion <p>3. Shared Writing/Interactive Writing (1-2x per week)</p> <p>4. Independent Writing (5x per week)</p> <p>5. Confer with students (3-5x per week)</p> <p>6. Conventions, grammar, language (throughout unit)</p> <ul style="list-style-type: none"> • Add action words to writing • Highlight verbs in writing <p>7. Foundational Skills</p> <ul style="list-style-type: none"> • Reinforce proper handwriting formation <p>8. Closure/Share/Reflection</p>	<ul style="list-style-type: none"> • Work with writing partners respectfully: take turns sharing, eyes are on partners, students share comment/compliment/suggestion • Begin adding action words – verbs in writing • Print letters 	<p>partner verb action</p>
<p><i>During Week 3</i></p> <p><i>Make sure nouns and verbs agree</i></p> <p><i>L.1.1c</i></p>	<p><u>Tooth Trouble</u> by Abby Klein</p> <p>Examples of student written/adult written narrative pieces</p>	<p>1. Read Aloud (3-5x per week)</p> <p>2. Direct Instruction (<i>mini-lessons, guided writing</i>)</p> <ul style="list-style-type: none"> • How to reread to check for meaning <p>3. Shared Writing/Interactive Writing (1-2x per week)</p> <p>4. Independent Writing (5x per week)</p> <p>5. Confer with students (3-5x per week)</p> <p>6. Conventions, grammar, language (throughout unit)</p> <ul style="list-style-type: none"> • Reinforce understanding of nouns • Reinforce understanding of verbs <p>7. Foundational Skills</p> <ul style="list-style-type: none"> • Reinforce proper handwriting formation <p>8. Closure/Share/Reflection</p>	<ul style="list-style-type: none"> • Ability to classify words as nouns, verbs • Nouns and verbs agree in writing • Reread for meaning • Print letters 	<p>noun</p>
<p><i>During Week 4</i></p> <p><i>Editing writing, interesting verbs</i></p> <p><i>L.1.1e</i></p>	<p><u>Tooth Trouble</u> by Abby Klein</p> <p>Examples of student written/adult</p>	<p>1. Read Aloud (3-5x per week)</p> <p>2. Direct Instruction (<i>mini-lessons, guided writing</i>)</p> <ul style="list-style-type: none"> • How to edit writing (e.g.) <ul style="list-style-type: none"> ○ Reread to make sure story make sense ○ Add spaces between words ○ Illustrations match the words 	<ul style="list-style-type: none"> • Evidence of editing showing updated, interesting verbs • Periods are added to end of sentences • Print letters 	<p>verbs action Words</p>

		<ol style="list-style-type: none"> 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language (throughout unit) <ul style="list-style-type: none"> • Establish guidelines for editing work by swapping out verbs for more interesting action words • Adding periods to end of sentences when editing 7. Foundational Skills <ul style="list-style-type: none"> • Reinforce proper handwriting formation 8. Closure/Share/Reflection 		
<p><i>During Week 5</i></p> <p><i>Publishing writing piece</i></p> <p><i>Sharing and celebrating writing</i></p> <p><i>SL.1.1a</i></p>	<p>Tooth Trouble by Abby Klein</p> <p>Suggested Texts: <u>The Great Kapok Tree</u></p> <p>Examples of student written/adult written narrative pieces</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Establish guidelines for editing and publishing a writing piece • Sharing published piece with peers (partner, small group, or whole class share) 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language (throughout unit) 7. Foundational Skills <ul style="list-style-type: none"> • Reinforce proper handwriting formation 8. Closure/Share/Reflection <ul style="list-style-type: none"> • Writing Celebration: What have we learned about writing? • How have I grown as a writer? 	<ul style="list-style-type: none"> • Evidence of editing • Publish personal narrative • Ability to sit and write for a period of time • Ability to share a completed personal narrative • Print letters 	publish celebration

DIFFERENTIATION

Respectful tasks based on readiness, interests, learning profile. Flexible groupings Ongoing assessment and adjustment Differentiated rubric(s)	Study island RAZ-Kids Reading Groups, by level Center Activities
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RESOURCES

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www.pbskids.org	www.storybird.com
www.teachingchannel.org	

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21 st Century/ Interdisciplinary Themes: Bold all that apply	21 st Century Skills: Bold all that apply
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 	<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving

<ul style="list-style-type: none">3. Civic Literacy4. Health Literacy5. Environmental Literacy	<ul style="list-style-type: none">3. Communication & Collaboration4. Media Literacy5. Information Literacy6. Information, Communication & Technology7. Life & Career Skills
Technology Infusion:	
Razkids.com for leveled reading practice, Google Classroom, Seesaw Journal	

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Writing	Grade:	1
Trimester:	2	Unit Title:	Opinion Writing
		Pacing:	3 weeks

ESSENTIAL QUESTION

- How can I use words to express my opinion?

TARGET STANDARDS

ELA NJSLS	I Can...	
W.1.1	Write about a topic or a book and tell how I feel about it	
W.1.5	Stick to a topic and revise my writing	
W.1.6	Use technology to write and publish my work	
L.1.1d	Use personal (I, they), possessive (my, their), and indefinite (anyone, everything) pronouns.	
L.1.5c	Connect words with things that happen in the world around me.	

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Read Aloud	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Review fact/opinion, structure of opinion W.1.1</i></p>	<p><u>The Perfect Pet</u> by Margie Pelletini</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Define and discuss opinion • Introduce opinion writing with read aloud • Generate list of elements in opinion books • Review difference between fact/opinion • Teach structure – topic sentence, 3 reasons, closing • Brainstorm list of topics for independent writing 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language (throughout unit) <ul style="list-style-type: none"> • Use personal, possessive, and indefinite pronouns 7. Foundational Skills 8. Closure/Share/Reflection 	<ul style="list-style-type: none"> • Identify elements of opinion writing • Contribute to class anchor chart of elements and structure of opinion writing • Using topics generated by class, draft one opinion piece • Use “I, they, my, their, anyone, everything” in writing 	<p>opinion</p> <p>fact</p> <p>structure</p> <p>topic sentence</p> <p>reasons</p> <p>closing</p>
<p><i>During Week 2</i></p> <p><i>Choose own topic, generate opinion essay</i></p>	<p><u>I Wanna Iguana</u> by Karen Kaufman Orloff</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Model how to write opinion piece independently • Model importance of topic and closing sentence • Model how to include feeling sentence 	<ul style="list-style-type: none"> • Draft one opinion piece that includes topic and closing sentence, feeling sentence(s) and supporting sentence(s) • Use “I, they, my, their, anyone, 	<p>transition words</p> <p>feeling sentence examples/</p>

with topic & closing sentences & details W.1.1		<ul style="list-style-type: none"> Show how to provide examples to support opinion <ol style="list-style-type: none"> Shared Writing/Interactive Writing (1-2x per week) Independent Writing (5x per week) Confer with students (3-5x per week) Conventions, grammar, language <ul style="list-style-type: none"> Continue to reinforce use of personal, possessive, and indefinite pronouns Foundational Skills Closure/Share/Reflection 	everything” in writing	support
During Week 3 Revise, edit & publish W.1.5,6	The Great Kapok Tree by Lynne Cherry	<ol style="list-style-type: none"> Read Aloud (3-5x per week) Direct Instructions (mini-lessons, guided writing) <ul style="list-style-type: none"> Difference between revising and editing Confer with students (3-5x per week) on how to revise piece Confer with students on edits Expectations of published piece Shared Writing/Interactive Writing (1-2x per week) Independent Writing (5x per week) Confer with students Conventions, grammar, language <ul style="list-style-type: none"> Continue to reinforce use of personal, possessive, and indefinite pronouns Foundational Skills Closure/Share/Reflection 	<ul style="list-style-type: none"> Using feedback from teacher an partner, revise and edit piece “Fancy up” piece Publish opinion writing(using technology when applicable) Participate in writing celebration <ul style="list-style-type: none"> F read piece to class Audience provides feedback (compliment and suggestion) 	revise edit publish celebration

DIFFERENTIATION

Respectful tasks based on readiness, interests, learning profile. Flexible groupings Ongoing assessment and adjustment Differentiated rubric(s)	Study island RAZ-Kids Reading Groups, by level Center Activities
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RESOURCES

The Amistad Commission’s Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf	
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm	
www.readwritethink.org	www.teacher.scholastic.com
www.pbskids.org	www.storybird.com
www.teachingchannel.org	

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

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Lebanon Regional Office
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4. Health Literacy
5. Environmental Literacy

4. Media Literacy
5. Information Literacy
- 6. Information, Communication & Technology**
7. Life & Career Skills

Technology Infusion:

Technology to publish: Word, Scribble Press, Pic Collage (pictures), Recordings of child reading
Razkids.com for leveled reading practice, Google Classroom, Seesaw Journal

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Reading	Grade:	1
Trimester:	2	Unit Title:	Changes
		Pacing:	8 weeks

ESSENTIAL QUESTIONS

- How do readers make sure they understand fiction and nonfiction text?
- How can good readers use text features to understand?
- How do good readers read nonfiction? fiction?
- Unit Question: What is changing in our world?

TARGET STANDARDS

ELA NJSLs	I Can...	
RI.1.2	Pick out the topic and supporting details	
RI.1.3	Tell how two parts of a story are connected	
RI.1.5	Use text features to find information	
RF.1.3e	Read two-syllable words by breaking them into smaller parts I already know	
RF.1.3f	Read words with endings	
RF.1.3a	Identify the spellings and the sounds of consonant digraphs	
L.1.4a	Use context clues to figure out the meaning of a word or phrase	
L.1.4b	Use prefixes or suffixes to help me figure out the meaning of a word	
L.1.4c	Identify root words in all of their forms	
RF.1.4c	Use context clues to correct my reading and retell if necessary	
SL.1.4	Describe people, places, things, and events with relevant details expressing ideas and feelings clearly	

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary
During Week 1 How do Places Change?	<u>A Place to Play</u> by Cynthia Chin Lee	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> Introduce different text features throughout the week Model how good readers use text features to better understand their text 3. Shared /Guided Reading 4. Independent Reading (15-20 minutes per day) 5. Confer With Students 6. Respond to Text 	<ul style="list-style-type: none"> Identify (point to) and name different text features in independent books Talk with partner about how their text feature helped them understand the story found in their independent reading book Start using a variety of word solving strategies 	text feature caption title heading bold, italic subheading index glossary table of contents label

		<ol style="list-style-type: none"> 9. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> • Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 10. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 11. Closure/ Share/ Reflection 		
<p><i>During Week 2</i></p> <p><i>Animal Fantasy</i></p> <p><i>What do we learn as we grow and change?</i></p>	<p><u>Ruby in Her Own Time</u> by Jonathan Emmet</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5 x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • What is a main topic? • Model how to determine main topic and how main topic is not just the title • Talk with partners about the main topics in their books 3. Shared Reading 4. Guided Reading (5 x per week) 5. Independent Reading (15-20 minutes per day) 6. Confer With Students 7. Respond to Text 8. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> ○ Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 9. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 10. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Identify and record the main topic • Determine main topic and tell partners about the topic • Develop various word solving strategies 	<p>main topic</p>
<p><i>During Week 3</i></p> <p><i>Animal Fantasy</i></p>	<p><u>The Class Pet</u> By Nicholas L. Shields</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • What is a detail? • Important/key details vs. interesting facts 	<ul style="list-style-type: none"> • Respond to read-aloud with stop and jot (and identify main topic during read alouds) • Identify and record key details 	<p>evidence details</p>

<p><i>What can we learn about animals as they grow and change</i></p>		<ol style="list-style-type: none"> 3. Good readers support the main topic with details 4. Readers tell supporting details using their own words 5. Shared Reading 6. Guided Reading 7. Independent Reading (15-20 minutes per day) 8. Confer With Students 9. Respond to Text 10. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> ○ Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 11. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 12. Closure/ Share/ Reflection 	<p>that helps determine main topic</p> <ul style="list-style-type: none"> • Develop various word solving strategies 	
<p><i>During Week 4</i></p> <p><i>Animal Fantasy</i></p> <p><i>What Changes happen in a garden?</i></p>	<p><u>Frog and Toad Together: The Garden</u> by Arthur Lobel</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Continue to identify main topics • Model and produce anchor chart that reflects ways to make connections between events, ideas or parts of information in the same text 3. Shared/Guided Reading 4. Independent Reading (15-20 minutes per day) 5. Confer With Students 6. Respond to Text 7. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> ○ Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 8. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 9. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Identify main topic and share with partner • Describe the connection between events, ideas, parts of information in text • Have a variety of word solving strategies 	<p>compare similar</p>

<p><i>During Week 5</i></p>	<p>Literature Study: <u>Frog and Toad are Friends</u> by Arthur Lobel</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5 x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Continue to identify main topics • Model and produce anchor chart that reflects ways to make connections between events, ideas or parts of information in the same text 3. Shared Reading 4. Guided Reading (5 x per week) 5. Independent Reading (15-20 minutes per day) 6. Confer With Students 7. Respond to Text 8. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> ○ Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 9. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 10. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Identify main topic and share with partner • Describe the connection between events, ideas, parts of information in text • Have a variety of word solving strategies 	<p>compare similar</p>
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<p><i>During Week 6</i></p> <p><i>Literary Non-fiction</i></p> <p><i>What Changes can be seen in nature?</i></p>	<p><u>I'm a Caterpillar</u> by Jean Marzollo</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons</i>) <ol style="list-style-type: none"> a. Continue to identify main topics b. Model and produce anchor chart that reflects ways to make connections between events, ideas or parts of information in the same text 3. Shared Reading 4. Guided Reading (5 x per week) 5. Independent Reading (15-20 minutes per day) 6. Confer With Students 7. Respond to Text 8. Word Study (5 days per week) <ol style="list-style-type: none"> a. Continue word solving strategies (ongoing through unit) <ol style="list-style-type: none"> i. Orton Gillingham <ol style="list-style-type: none"> 1. Letter-sound routing 2. red word routine 9. Vocabulary (3-5 days per week) <ol style="list-style-type: none"> a. Amazing Words b. High Frequency Words 10. Continue with consonant digraphs 	<ul style="list-style-type: none"> • Identify main topic and share with partner • Describe the connection between events, ideas, parts of information in text <p>Have a variety of word solving strategies</p>	<p>compare similar</p>
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<p><i>During Week 7</i></p> <p><i>Drama</i></p> <p><i>What do animals do when seasons change?</i></p>	<p>Where are My Animal Friends by William Chin</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5 x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ol style="list-style-type: none"> a. Continue to identify main topics b. Model and produce anchor chart that reflects ways to make connections between events, ideas or parts of information in the same text 3. Shared Reading 4. Guided Reading (5 x per week) 5. Independent Reading (15-20 minutes per day) 6. Confer With Students 7. Respond to Text 8. Word Study (5 days per week) <ol style="list-style-type: none"> a. Continue word solving strategies (ongoing through unit) <ol style="list-style-type: none"> i. Orton Gillingham <ol style="list-style-type: none"> 1. Letter-sound routing 2. red word routine 9. Vocabulary (3-5 days per week) <ol style="list-style-type: none"> a. Amazing Words b. High Frequency Words 10. Closure/Reflection 	<ul style="list-style-type: none"> • Identify main topic and share with partner • Describe the connection between events, ideas, parts of information in text <p>Have a variety of word solving strategies</p>	<p>compare similar</p>
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<p><i>During Week 8 Unit Reivew</i></p>	<p>Nursery Rhymes, Part 2: See Poetry Unit, Social Studies Cross-Curricular</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons</i>) <ol style="list-style-type: none"> a. Continue to identify main topics b. Model and produce anchor chart that reflects ways to make connections between events, ideas or parts of information in the same text 3. Shared Reading 4. Guided Reading (5 x per week) 5. Independent Reading (15-20 minutes per day) 6. Confer With Students 7. Respond to Text 8. Word Study (5 days per week) <ol style="list-style-type: none"> a. Continue word solving strategies (ongoing through unit) <ol style="list-style-type: none"> i. Orton Gillingham <ol style="list-style-type: none"> 1. Letter-sound routing 2. red word routine 9. Vocabulary (3-5 days per week) <ol style="list-style-type: none"> a. Amazing Words b. High Frequency Words 10. Closure/Reflection 	<ul style="list-style-type: none"> • Identify main topic and share with partner • Describe the connection between events, ideas, parts of information in text • Have a variety of word solving strategies 	<p>compare similar</p>
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DIFFERENTIATION

<p>Respectful tasks based on readiness, interests, learning profile. Flexible groupings Ongoing assessment and adjustment Differentiated rubric(s)</p>	<p>Study island RAZ-Kids Reading Groups, by level Center Activities</p>
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RESOURCES

<p>The Amistad Commission’s Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf</p>	
<p>Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm</p>	
<p>www.readwritethink.org</p>	<p>www.teacher.scholastic.com</p>
<p>www.pbskids.org</p>	<p>www.storybird.com</p>
<p>www.teachingchannel.org</p>	

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

<p>21st Century/ Interdisciplinary Themes: Bold all that apply</p>	<p>21st Century Skills: Bold all that apply</p>
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<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills
Technology Infusion:	
Razkids.com for leveled reading practice, Google Classroom, Seesaw Journal	

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Writing	Grade:	1
Trimester:	2	Unit Title:	How-To Writing
		Pacing:	3 weeks

ESSENTIAL QUESTION

- How can writers teach others?

TARGET STANDARDS

ELA NJSLS	I Can...	
W.1.7	Write with others (research, how-to, sequence of instructions)	
W.1.5	Stick to a topic. I can revise my writing	
W.1.6	Use technology to write and publish my work	
SL.1.5	Use pictures to help others understand what I am talking about	
L.1.1h	Use articles (a, the) and demonstrative adjectives (this, that)	
L.1.1g	Use conjunctions	
L.1.1i	Use common prepositions	

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Intro, explore How-to writing W.1.7</i></p>	<p><u>How to Babysit a Grandpa</u> by Jean Reagan</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Introduce how-to by reading aloud <i>How to Babysit a Grandpa</i> and provide a variety of examples of how to books for students to explore • Generate list of elements in how-to books • Model how-to piece • Write shared how-to 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language 7. Foundational Skills 8. Closure/Share/Reflection 	<ul style="list-style-type: none"> • Explore elements of how-to books • Generate list of ideas to write about • Begin writing one “how to” piece 	<p>how-to</p>
<p><i>During Week 2</i></p> <p><i>Transition words, labels, conjunctions</i></p>	<p><u>How to Teach a Slug to Read</u> by Susan Pearson</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Transition words • Labels • Conjunctions (and, but, or, so, because) 	<ul style="list-style-type: none"> • Write at least one “how to” piece • Add transitional words to writing • Use labels in drawings • Use conjunctions • Use common prepositions 	<p>transition words labels conjunctions</p>

		<ul style="list-style-type: none"> • Common prepositions (during, beyond, toward) <ol style="list-style-type: none"> 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language <ul style="list-style-type: none"> • Continue reinforcing use of conjunctions and common prepositions 7. Foundational Skills 8. Closure/Share/Reflection 		
<p><i>During Week 3</i></p> <p><i>Revise, edit, publish W.1.5,6</i></p>	<p>How to Spy on a Shark by Lori Haskins Houran</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instructions (mini-lessons, guided writing) <ul style="list-style-type: none"> • Revise • Edit • Publish 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language <ul style="list-style-type: none"> • Continue reinforcing use of conjunctions and common prepositions 7. Foundational Skills 8. Closure/Share/Reflection 	<ul style="list-style-type: none"> • Revise and edit with partner • “Fancy up” piece, publish (use technology when applicable) and celebrate 	<p>revise edit publish</p>

DIFFERENTIATION

<p>Respectful tasks based on readiness, interests, learning profile.</p> <p>Flexible groupings</p> <p>Ongoing assessment and adjustment</p> <p>Differentiated rubric(s)</p> <p>Excerpt texts, sentence frames, equity sticks</p>	<p>Study island</p> <p>RAZ-Kids</p> <p>Reading Groups, by level</p> <p>Center Activities</p>
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RESOURCES

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5. Environmental Literacy	5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills
Technology Infusion:	
Razkids.com for leveled reading practice, Google Classroom, Seesaw Journal	

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Reading	Grade:	1
Trimester:	3	Unit Title:	Treasures
		Pacing:	7 weeks

ESSENTIAL QUESTION

- How can knowing the main parts of a story help us with retelling?
- How can we find the central message of a story?
- Why do you think an author will provide a central message or lesson in a story?
- Why is it important to know who is telling the story?
- Unit Question: What do we treasure?

TARGET STANDARDS

ELA NJSLS	I Can...
RL.1.2	Retell stories with understanding
RL.1.6	Tell who is telling a story
L.1.4	Figure out the meaning of words and phrases
L.1.5	Show that I know the differences and similarities between word meanings
RF.1.2a	Tell the difference between long and short vowel sounds in spoken words
RF.1.3c	Use long vowel spelling patterns
RF.1.3d	Count the number of syllables by counting the number of vowel sounds
RF.1.3g	Read irregularly spelled words
SL.1.1c	Ask questions about what is being discussed

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary
During Week 1 Realistic Fiction How can a surprise be a treasure?	Mama's Birthday Present By Carmen Truffulo	1. Read Aloud (3-5 x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Model, discuss, and create detailed retellings <ul style="list-style-type: none"> ○ Sequencing ○ Pulling out important parts ○ Using descriptive language ○ Telling how the character felt in the story 3. Shared Reading 4. Guided Reading (5 x per week) 5. Independent Reading (15-20 minutes per day) 6. Confer With Students 7. Respond to Text 8. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing) 	<ul style="list-style-type: none"> • Use pictures to articulate the main parts and details in sequential order • Use sentences to articulate the main parts and details in sequential order • Use descriptive language to provide a detailed retelling • Tell how characters felt in the story based on the events in the story • Read and spell words with long vowel patterns, multi-syllable words, and irregularly spelled words 	retelling sequence feeling words describing words

		<ul style="list-style-type: none"> • Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine <p>10. Vocabulary (3-5 days per week)</p> <ul style="list-style-type: none"> • Amazing Words • High Frequency Words <p>11. Closure/ Share/ Reflection</p>		
<p><i>During Week 2</i></p> <p><i>Fairy Tale</i></p> <p><i>How can a story be a treasure?</i></p>	<p><u>Cinderella</u> by Jon Scieszka</p>	<p>1. Read Aloud</p> <p>2. Direct Instruction (<i>mini-lessons</i>)</p> <ul style="list-style-type: none"> • Understand different voices that are narrating a story <ul style="list-style-type: none"> ○ Defining voice, providing examples and models through whole-class instruction ○ Use independent books to provide examples of different narrator voices ○ Practice identifying voice in books or short passages that contain a variety of dialogue and voices <p>3. Shared/Guided Reading</p> <p>4. Independent Reading (15-20 minutes per day)</p> <p>5. Confer With Students</p> <p>6. Respond to Text</p> <p>7. Word Study (5 days per week)</p> <ul style="list-style-type: none"> • Continue word solving strategies (ongoing) <ul style="list-style-type: none"> ○ Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine <p>8. Vocabulary (3-5 days per week)</p> <ul style="list-style-type: none"> • Amazing Words • High Frequency Words <p>9. Closure/ Share/ Reflection</p>	<ul style="list-style-type: none"> • Identify orally or in writing who is telling the story at various points in short passages • Identify orally or in writing who is telling the story at various points in books • Spell and read words with long vowel patterns, multi-syllabic words, and irregularly spelled words 	<p>voice narrator author dialogue</p>
<p><i>During Week 3</i></p> <p><i>Expository Text</i></p>	<p><u>A Trip to Washington, D.C.</u> by Elizabeth Fitzgerald Howard</p>	<p>1. Read Aloud</p> <p>2. Direct Instruction (<i>mini-lessons</i>)</p> <ul style="list-style-type: none"> • Understand message/lesson in a text <ul style="list-style-type: none"> ○ Model different types of lessons that can be found in a book- make anchor chart ○ Practice as a class identifying the message/lesson in read alouds ○ Work to identify the central 	<ul style="list-style-type: none"> • Turn and talk (or stop and jot) central message or lesson in a whole class read aloud • Find the central message or lesson in their independent books/share with partner • Spell and read words with long vowel patterns, multi-syllabic words, and 	<p>central message/ lesson stop and jot</p>

<p>Weekly Question: What treasures can we find in our country?</p>		<p>message/lesson in independent books</p> <ol style="list-style-type: none"> 3. Shared/Guided Reading 4. Independent Reading (15-20 minutes per day) 5. Confer With Students 6. Respond to text 7. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing) <ul style="list-style-type: none"> ○ Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 8. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 9. Closure/ Share/ Reflection 	<p>irregularly spelled words</p>	
<p>During Week 4</p> <p>Expository Text</p> <p>Why do we treasure special places?</p>	<p><u>A Southern Ranch</u> By Y.A. Riesenfeld</p> <p><u>Suggested Texts:</u></p> <p><u>William's Doll</u> by Charlotte Zolotow</p> <p><u>Spaghetti and a Hot Dog Bun</u> by Maria Dismody</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Support central message with evidence from the text • Compare and Contrast central messages across stories <ul style="list-style-type: none"> ○ Identify books that share a common theme or message ○ Compare similarities and differences in those books 3. Shared Reading 4. Guided Reading 5. Independent Reading (15-20 minutes per day) 6. Conferring With Students 7. Respond to Text 8. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing) <ul style="list-style-type: none"> ○ Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 9. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 10. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Write or talk with partner about the central message, pointing to parts of the text that explain why • Work as a class or with a partner to compare books with similar themes • Support the central message with evidence from the text • Identify books that share a common theme or message • Compare and contrast central messages in stories • Spell and read words with long vowel patterns, multisyllabic words, and irregularly spelled words 	<p>compare contrast evidence theme</p>

<p><i>During Week 5</i></p> <p><i>Realistic Fiction</i></p> <p><i>Weekly Question: What treasures can we share at home.</i></p>	<p><u>Peter's Chair</u> By Ezra Jack Keats</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Support central message with evidence from the text • Compare and Contrast central messages across stories <ul style="list-style-type: none"> ○ Identify books that share a common theme or message ○ Compare similarities and differences in those books 3. Shared/ Guided Reading 4. Independent Reading (15-20 minutes per day) 5. Conferring With Students 6. Respond to Text 7. Word Study (5 days per week) <ol style="list-style-type: none"> a. Continue word solving strategies (ongoing) <ol style="list-style-type: none"> i. Orton Gillingham <ol style="list-style-type: none"> 1. Letter-sound routing 2. red word routine 8. Vocabulary (3-5 days per week) <ol style="list-style-type: none"> a. Amazing Words b. High Frequency Words c. Amazing Words d. High Frequency Words 9. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Write or talk with partner about the central message, pointing to parts of the text that explain why • Work as a class or with a partner to compare books with similar themes • Support the central message with evidence from the text • Identify books that share a common theme or message • Compare and contrast central messages in stories • Spell and read words with long vowel patterns, multisyllabic words, and irregularly spelled words 	
<p><i>During Week 6</i></p> <p><i>Realistic Fiction</i></p> <p><i>What Changes happen in a garden?</i></p>	<p><u>Henry and Mudge and Mrs. Hoppers Class</u> by Cynthia Rylant</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Support central message with evidence from the text • Compare and Contrast central messages across stories <ul style="list-style-type: none"> ○ Identify books that share a common theme or message ○ Compare similarities and differences in those books 3. Shared/ Guided Reading 4. Independent Reading (15-20 minutes per day) 5. Conferring With Students 6. Respond to Text 	<ul style="list-style-type: none"> • Identify main topic and share with partner • Describe the connection between events, ideas, parts of information in text • Have a variety of word solving strategies 	<p>compare similar</p>
<p>Lebanon Borough Public School Curriculum Office</p>				<p>1.ela.T1.R1</p>

		<p>10. Word Study (5 days per week)</p> <ul style="list-style-type: none"> a. Continue word solving strategies (ongoing) <ul style="list-style-type: none"> i. Orton Gillingham <ul style="list-style-type: none"> 1. Letter-sound routing 2. red word routine <p>11. Vocabulary (3-5 days per week)</p> <ul style="list-style-type: none"> a. Amazing Words b. High Frequency Words c. Amazing Words d. High Frequency Words <p>12. Closure/ Share/ Reflection</p>		
<p><i>During Week 7</i></p> <p><i>Assessment / Review</i></p>	<p>Nursery Rhymes, Part 3: See Poetry Unit, Social Studies Cross-Curricular</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Support central message with evidence from the text • Compare and Contrast central messages across stories <ul style="list-style-type: none"> ○ Identify books that share a common theme or message ○ Compare similarities and differences in those books 3. Shared/ Guided Reading 4. Independent Reading (15-20 minutes per day) 5. Conferring With Students 6. Respond to Text 7. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing) • Orton Gillingham • Letter-sound routing • red word routine 8. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 9. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Identify main topic and share with partner • Describe the connection between events, ideas, parts of information in text • Have a variety of word solving strategies 	<p>compare similar</p>

DIFFERENTIATION	
Respectful tasks based on readiness, interests, learning profile. Flexible groupings Ongoing assessment and adjustment Differentiated rubric(s) Excerpt texts, sentence frames, equity sticks	Study island RAZ-Kids Reading Groups, by level Center Activities
RESOURCES	
The Amistad Commission's Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf	
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm	
www.readwritethink.org	www.teacher.scholastic.com
www.pbskids.org	www.storybird.com
www.teachingchannel.org	
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY	
21 st Century/ Interdisciplinary Themes: Bold all that apply	21 st Century Skills: Bold all that apply
1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy	1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 7. Life & Career Skills
Technology Infusion:	
Razkids.com for leveled reading practice, Google Classroom, Seesaw Journal	

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Writing	Grade:	1
Trimester:	3	Unit Title:	Exploring Poetry
		Pacing:	4 weeks

ESSENTIAL QUESTION

- How can adjectives and verbs help us understand and write poetry?
- What is the difference between verbs and adjectives that mean almost the same thing?

TARGET STANDARDS

ELA NJSLS	I Can...
RL.1.4	Point out words and phrases in text that show feeling
L.1.5d	Tell the difference between verbs and adjectives that mean almost the same thing
W.1.6	Use technology to publish my work
L.1.1f	Use adjectives

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Introduction of Poetry</i></p>	<p>Various Nursery Rhymes</p> <p>Nursery Rhymes, (Social Studies Cross-Curricular)</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Introduce poetry by reading a variety of different poems from different sources- have students explore poems • Students will respond to poems by creating pictures which match the poems • Poets can generate a poem from any topic: revisit heart map • Write shared poems and begin to write poems independently 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing 5. Confer with students 6. Conventions, grammar, language 7. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing through unit) <ul style="list-style-type: none"> • Orton Gillingham <ul style="list-style-type: none"> • Letter-sound routing • red word routine 8. Closure/Share/Reflection 	<ul style="list-style-type: none"> • Repetition of Nursery Rhymes • Verbal acknowledgement of Rhymes • Completed Nursery Rhyme booklet 	<p>Poem</p> <p>Rhymes</p> <p>Rhythm</p>

<p><i>During Week 2</i></p> <p><i>Using Adjectives and Word Choice to Enhance Writing</i></p>	<p>Various poems to assist in identifying words and phrases that suggest feelings or appeal to senses</p> <p>Nursery Rhymes, (Social Studies Cross-Curricular)</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) Model how different adjectives and verbs can convey a specific meaning to the reader <ul style="list-style-type: none"> • Make anchor chart to show shades of meaning (look, peek, glance, etc.) • Model how to use describing words to express feelings rather than just saying it (Show Not Tell) 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language <ul style="list-style-type: none"> • Use adjectives in writing 7. Foundational Skills 8. Closure/Share/Reflection <ul style="list-style-type: none"> • What type of words did I use to enhance my writing? 	<ul style="list-style-type: none"> • Use different types of words in their poems (change some words) • Tell meaning of words and other words that tell the same meaning (look, peek, glance, etc.) • Use describing words to express feelings 	<p>show not tell adjectives verbs</p>
<p><i>During Week 3</i></p> <p><i>Introduction of Poetry</i></p>	<p><u>Various Nursery Rhymes</u></p> <p>Nursery Rhymes, (Social Studies Cross-Curricular)</p>	<ol style="list-style-type: none"> 9. Read Aloud (3-5x per week) 10. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Introduce poetry by reading a variety of different poems from different sources- have students explore poems • Students will respond to poems by creating pictures which match the poems • Poets can generate a poem from any topic: revisit heart map • Write shared poems and begin to write poems independently 11. Shared Writing/Interactive Writing (1-2x per week) 12. Independent Writing 13. Confer with students 14. Conventions, grammar, language 15. Foundational Skills <ul style="list-style-type: none"> • Closure/Share/Reflection 	<ul style="list-style-type: none"> • Repetition of Nursery Rhymes • Verbal acknowledgement of Rhymes Completed Nursery Rhyme booklet 	<p>Poem Rhymes Rhythm</p>

<p><i>During Week 4</i></p> <p><i>Revising, Editing, and Publishing Poetry</i></p>	<p>Various poems to assist in identifying words and phrases that suggest feelings or appeal to senses</p> <p>Nursery Rhymes, (Social Studies Cross-Curricular)</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Model ways we can edit our poetry: revisiting word choice, changing line breaks, etc. • Select important poems to publish: what poem means the most to you? • Publish and celebrate (EX: Poetry Café, mini-book) 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language 7. Foundational Skills 8. Closure/Share/Reflection <ul style="list-style-type: none"> • Why is it important for me to revise and edit my poetry before I publish my poetry? 	<ul style="list-style-type: none"> • Shared writing: create a nursery rhyme • Use technology to publish poetry • Edit their poetry by revisiting word choice, changing line breaks, etc. • Choose poems to publish • Complete Nursery Rhyme booklet, include personal rhymes/poems 	<p>revise edit publish technology line breaks</p>
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DIFFERENTIATION	
<p>Respectful tasks based on readiness, interests, learning profile.</p> <p>Flexible groupings</p> <p>Ongoing assessment and adjustment</p> <p>Differentiated rubric(s)</p> <p>Excerpt texts, sentence frames, equity sticks</p>	<p>Study island</p> <p>RAZ-Kids</p> <p>Reading Groups, by level</p> <p>Center Activities</p>

<p>The Amistad Commission’s Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf</p>	<p>Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm</p>

<p>www.readwritethink.org</p>	<p>www.teacher.scholastic.com</p>
<p>www.pbskids.org</p>	<p>www.storybird.com</p> <p>www.teachingchannel.org</p>

RESOURCES

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www.pbskids.org

www.storybird.com

www.teachingchannel.org

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

21st Century Skills: Bold all that apply

- 1. Creativity & Innovation**
2. Critical Thinking & Problem Solving
3. Communication & Collaboration
4. Media Literacy
5. Information Literacy
- 6. Information, Communication & Technology**
7. Life & Career Skills

Technology Infusion:

If available, use technology to publish poetry (e.g., kidpix, ipads, powerpoint, class e-book)

Razkids.com for leveled reading practice, Google Classroom, Seesaw Journal

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Reading	Grade:	1
Trimester:	3	Unit Title:	Great Ideas
		Pacing:	7 weeks

ESSENTIAL QUESTION

- Why is it important to ask and answer questions about a story?
- Unit Question: What difference can a great idea make?

TARGET STANDARDS

ELA NJSLs	I Can...
RI.1.8	Tell what the author is thinking and why
RI.1.4	Ask and answer questions to figure out the meaning of words and phrases
RI.1.9	Tell the things that are the same and different between two texts on the same topic
SL.1.1c	Ask questions about what is being discussed
L.1.5	Show that I know the differences and similarities between word meanings
L.1.4	Figure out the meaning of words and phrases
RF.1.3d	Count the number of syllables by counting the number of vowel sounds
RF.1.3g	Read irregularly spelled words
RF.1.2a	Tell the difference between long and short vowel sounds in spoken words
RF.1.3c	Use the long vowel spelling patterns

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Weekly Question: When does a problem need a clever solution?</i></p>	<p>Tippy Toe, Chick Go by George Shannon</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5 x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Review text features and how to use them to better understand a story • Record questions that need to be answered about a topic • Answer specific questions about a topic using the text for support 3. Shared/Guided Reading 4. Independent Reading (15-20 minutes per day) 5. Confer With Students 6. Respond to Text 	<ul style="list-style-type: none"> • Use text features to improve their comprehension of a story • Record questions about topics on post-its • Answer specific questions about a topic using sentences and pictures • Read and spell words with long vowel patterns, multi-syllabic words, and irregularly spelled words 	<p>text features</p>

		<ol style="list-style-type: none"> 7. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing) • Orton Gillingham <ul style="list-style-type: none"> ○ Letter-sound routing ○ red word routine • High Frequency Words 8. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 9. Closure/ Share/ Reflection 		
<p><i>During Week 2</i></p> <p><i>Animal Fantasy</i></p> <p>How can we look at things in a different way?</p>	<p><u>Mole and the Baby Bird</u> by Marjorie Newman</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Discuss word choice: why an author uses certain words in a text • Model and apply word-meaning strategies: context clues, pictures, prior knowledge • Explain orally, or in words and pictures, what a word means and how we figured it out 3. Shared/Guided Reading 4. Independent Reading (15-20 minutes per day) 5. Confer With Students 6. Respond to Text 10. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing) • Orton Gillingham • Letter-sound routing • red word routine 11. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words 7. Closure/ Share/ Reflection 	<ul style="list-style-type: none"> • Draw, write, and discuss the meaning of words and how we know it's meaning • Explain why they think an author uses certain words in a text • Use context clues, pictures, and prior knowledge to find a meaning of a word • Explain how they figured out the meaning of a word • Use pictures and prior knowledge to make predictions about what they will learn • Read and spell words with long vowel patterns, multi-syllabic words, and irregularly spelled words 	<p>context clues</p> <p>word choice</p> <p>word meaning</p> <p>prior knowledge</p>
<p><i>During Week 3</i></p> <p><i>Informational Fiction</i></p>	<p><u>Dot and Jabber</u> by Ellen Stoll Walsh</p>	<ol style="list-style-type: none"> 1. Read Aloud 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Review how to find the main idea in a text 	<ul style="list-style-type: none"> • Identify the main idea of a text • Give their opinions on text • Tell how the author's opinion affect • Discuss how the author feels about the topic he/she has written about 	<p>main idea</p> <p>opinion</p>

<p><i>Weekly Question: How do we solve mysteries?</i></p>		<ul style="list-style-type: none"> • Review what it means to give an opinion • Discuss how author’s opinions affect the story they tell • Model how to connect the author’s opinion to the main idea <ol style="list-style-type: none"> 3. Confer With Students 4. Respond to Text 5. Shared Reading 6. Guided Reading (5x per week) 7. Independent Reading (15-20 minutes per day) 8. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing) • Orton Gillingham <ul style="list-style-type: none"> ○ Letter-sound routing ○ red word routine • High Frequency Words 9. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> • Amazing Words • High Frequency Words <p>Closure/ Share/ Reflection</p>	<ul style="list-style-type: none"> • Read and spell words with long vowel patterns, multi-syllabic words, and irregularly spelled words 	
<p><i>During Week 4</i></p> <p><i>Expository Text</i></p> <p><i>Weekly Question: How can a great idea make lives easier?</i></p>	<p>Simple Machines by Alan Fowler</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) <ul style="list-style-type: none"> • Model how to examine text for a purpose • Identify details and reasons an author gives to support big ideas in the text • Model how to identify the main ideas • Model how to identify supporting details 3. Shared Reading 4. Guided Reading (5x per week) 5. Independent Reading (15-20 minutes per day) 6. Confer With Students 7. Respond to Text 8. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing) • Orton Gillingham <ul style="list-style-type: none"> ○ Letter-sound routing ○ red word routine 	<ul style="list-style-type: none"> • Tell purpose of the text • Distinguish between main ideas and supporting details • Explain how supporting details connect to the main ideas • Identify and record the main idea and supporting details in graphic organizers • Read and spell words with long vowel patterns, multi-syllabic words, and irregularly spelled words 	<p>big idea details support</p>

		<ul style="list-style-type: none"> •High Frequency Words 9. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> •Amazing Words •High Frequency Words 10. Closure/ Share/ Reflection		
<p><i>During Week 5</i></p> <p><i>Biography</i></p> <p><i>Weekly Question: How can a great idea change the way we live?</i></p>	<p>Alexander Graham Bell by Lynn Blanton</p>	1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons</i>) 3. Model how to record similar and different information in a useful way: Examples: organizers, post-its 4. Shared Reading 5. Guided Reading (5x per week) 6. Independent Reading (15-20 minutes per day) 7. Confer With Students 8. Respond to Text 9. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing) • Orton Gillingham <ul style="list-style-type: none"> ○ Letter-sound routing ○ red word routine <ul style="list-style-type: none"> •High Frequency Words 10. Vocabulary (3-5 days per week) <ul style="list-style-type: none"> •Amazing Words •High Frequency Words 11. Closure/ Share/ Reflection	<ul style="list-style-type: none"> • Culminating Activity: Students will be able to research a specific topic with a variety of texts • Use strategies learned, record information, and create a final project, independently or in groups • Read and spell words with long vowel patterns, multi-syllabic words, and irregularly spelled words • 21st Century Skills 	
<p><i>During Week 6</i></p> <p><i>Realistic Fiction</i></p> <p><i>Weekly Question: What can happen when somebody has a good idea?</i></p>	<p>The Stone Garden by Chieri Uagaki</p>	1. Read Aloud 2. Direct Instruction (<i>mini-lessons</i>) 3. Model how to record similar and different information in a useful way: Examples: organizers, post-its 4. Shared /Guided Reading 5. Independent Reading (15-20 minutes per day) 6. Confer With Students 7. Respond to Text 8. Word Study (5 days per week) <ul style="list-style-type: none"> • Continue word solving strategies (ongoing) • Orton Gillingham <ul style="list-style-type: none"> ○ Letter-sound routing ○ red word routine <ul style="list-style-type: none"> •High Frequency Word 	<ul style="list-style-type: none"> • Culminating Activity: Students will be able to research a specific topic with a variety of texts • Use strategies learned, record information, and create a final project, independently or in groups • Read and spell words with long vowel patterns, multi-syllabic words, and irregularly spelled words • 21st Century Skills 	

		<p>9. Vocabulary (3-5 days per week)</p> <ul style="list-style-type: none"> •Amazing Words •High Frequency Words <p>10. Closure/ Share/ Reflection</p>		
<p><i>During Week 7</i></p> <p><i>Assessment/ Review Week</i></p>	<p>Nursery Rhymes, Part 4: See Poetry Unit, Social Studies Cross-Curricular</p>	<p>1. Read Aloud</p> <p>2. Direct Instruction (<i>mini-lessons</i>)</p> <p>3. Model how to record similar and different information in a useful way: Examples: organizers, post-its</p> <p>4. Shared /Guided Reading</p> <p>5. Independent Reading (15-20 minutes per day)</p> <p>6. Confer With Students</p> <p>7. Respond to Text</p> <p>8. Word Study (5 days per week)</p> <ul style="list-style-type: none"> • Continue word solving strategies (ongoing) • Orton Gillingham <ul style="list-style-type: none"> ○ Letter-sound routing ○ red word routine •High Frequency Words <p>9. Vocabulary (3-5 days per week)</p> <ul style="list-style-type: none"> •Amazing Words •High Frequency Words <p>10. Closure/ Share/ Reflection</p>		

DIFFERENTIATION	
Respectful tasks based on readiness, interests, learning profile.	Study island
Flexible groupings	RAZ-Kids
Ongoing assessment and adjustment	Reading Groups, by level
Differentiated rubric(s)	Center Activities
Excerpt texts, sentence frames, equity sticks	
RESOURCES	
The Amistad Commission's Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf	
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm	
www.readwritethink.org	www.teacher.scholastic.com
www.pbskids.org	www.storybird.com
	www.teachingchannel.org
ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY	
21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
Global Awareness	Creativity & Innovation
Financial, Economic, Business and Entrepreneurial Literacy	Critical Thinking & Problem Solving
Civic Literacy	Communication & Collaboration
Health Literacy	Media Literacy
Environmental Literacy	Information Literacy
	Information, Communication & Technology
	Life & Career Skills

Technology Infusion:

Razkids.com for leveled reading practice, Google Classroom, Seesaw Journal

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Writing	Grade:	1
Trimester:	3	Unit Title:	All About/Informational Writing
		Pacing:	4 weeks

ESSENTIAL QUESTION

- Why is it important that I know the difference between fact and opinion?
- How do I choose my topic for writing?
- How can I find information to share with my readers?
- Why is it important to revise and edit my writing piece?

TARGET STANDARDS

ELA NJSLs	I Can...	
W.1.2	Write about a topic with facts and other details	
W.1.5	Stick to a topic. I can revise my writing	
W.1.6	I can use technology to write and publish my work	
W.1.8	Answer questions by recalling information or researching	
L.1.1e	Use verbs to show when something happens	
L.1.1c	Use nouns and verbs that agree	
L.1.1j	Give examples of the four types of sentences	
L.1.2a	Capitalize days of the week, months of the year, and people’s names	
W.1.5	Stick to a topic and revise my writing	

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Intro, explore, fact/opinion, take notes</i></p>	<p>Any all about book(s), suggest using Science or Social Studies books from previous unit</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> Introduce all-about with read aloud and provide a variety of examples of all-about books for students to explore Generate list of elements in all-about books Discuss difference between fact/opinion Pick class topic and read/research as a class Model how to take notes on a topic 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language (throughout unit) <ul style="list-style-type: none"> Verb tense 	<ul style="list-style-type: none"> Explore a variety of all-about books to notice different elements and features List elements and features of all-about books Distinguish between fact and opinion Pick a topic and read/research as a class Record notes on class topic on record sheet 	<p>all-about fact opinion research notes word choice topic supportive details describing words record elements features</p>

		<ul style="list-style-type: none"> Singular and plural nouns and verbs Capitalize names and dates Declarative, interrogative, imperative, exclamatory <p>7. Foundational Skills</p> <p>8. Closure/Share/Reflection</p>		
<p><i>During Week 2</i></p> <p><i>Parts of book, write own piece on shared topic</i></p>	<p>Any all about book(s), suggest using Science or Social Studies books from previous unit</p>	<p>1. Read Aloud (3-5x per week)</p> <p>2. Direct Instruction (<i>mini-lessons, guided writing</i>)</p> <ul style="list-style-type: none"> Model how to apply notes to write own book Provide templates for each part of book for students to include (cover, table of contents) Topic and Closing sentence <p>3. Shared Writing/Interactive Writing (1-2x per week)</p> <p>4. Independent Writing (5x per week)</p> <p>5. Confer with students (3-5x per week)</p> <p>6. Conventions, grammar, language</p> <ul style="list-style-type: none"> Verb tense Singular and plural nouns and verbs Capitalize names and dates Declarative, interrogative, imperative, exclamatory <p>7. Foundational Skills</p> <p>8. Closure/Share/Reflection</p> <ul style="list-style-type: none"> Does my piece have a topic and closing sentence? Do my notes relate to my topic? 	<ul style="list-style-type: none"> Put notes into their own words Use notes to write their own books Write one piece on shared topic with topic and closing sentence 	<p>topic closing sentence table of contents</p>
<p><i>During Week 3</i></p> <p><i>Write piece on own topic</i></p>	<p>Any all about book(s), suggest using Science or Social Studies books from previous unit</p>	<p>1. Read Aloud (3-5x per week)</p> <p>2. Direct Instructions (<i>mini-lessons, guided writing</i>)</p> <ul style="list-style-type: none"> Review or introduce elements of a good all-about book (word choice, topic and closing sentence, supportive details, describing words) Brainstorm different topics, select one, get it approved by teacher Find book on topic (from class library or school library) Write independent piece on topic of choice including all parts and elements of an all-about book <p>3. Shared Writing/Interactive Writing (1-2x per week)</p> <p>4. Independent Writing (5x per week)</p>	<ul style="list-style-type: none"> Restate what elements are included in a good all-about book (word choice, topic and closing sentence, supportive details, describing) Brainstorm different topics and select a topic to write about Find a book on the topic of their choice Write one piece on topic of choice that includes elements of a good all-about book 	

		<ol style="list-style-type: none"> 5. Confer with students (3-5x per week) 6. Conventions, grammar, language <ul style="list-style-type: none"> • Verb tense • Singular and plural nouns and verbs • Capitalize names and dates • Declarative, interrogative, imperative, exclamatory 7. Foundational Skills 8. Closure/Share/Reflection <ul style="list-style-type: none"> • Did I include all the elements in my all-about book? Does my topic teacher the reader facts? 		
<i>During Week 4</i> <i>Revise, edit, and publish</i>	Any all about book(s), suggest using Science or Social Studies books from previous unit	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instructions (mini-lessons, guided writing) <ul style="list-style-type: none"> • Model how to revise written work • Model how to edit written work • Publish 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language <ul style="list-style-type: none"> • Verb tense • Singular and plural nouns and verbs • Capitalize names and dates • Declarative, interrogative, imperative, exclamatory 7. Foundational Skills 8. Closure/Share/Reflection 	<ul style="list-style-type: none"> • Revise and edit with partner and ask, "Does my writing piece make sense?" • "Fancy up" piece and publish (use technology when applicable) and celebrate 	revise edit publish

DIFFERENTIATION

Respectful tasks based on readiness, interests, learning profile. Flexible groupings Ongoing assessment and adjustment Differentiated rubric(s)	Study island RAZ-Kids Reading Groups, by level Center Activities	Study isla RAZ-Kids Reading G Center A
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RESOURCES

The Amistad Commission's Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf	
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm	
www.readwritethink.org	www.teacher.scholastic.com
www.pbskids.org	www.storybird.com
www.teachingchannel.org	

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply

1. **Global Awareness**
2. **Financial, Economic, Business and Entrepreneurial Literacy**
3. **Civic Literacy**
4. **Health Literacy**
5. **Environmental Literacy**

21st Century Skills: Bold all that apply

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
3. **Communication & Collaboration**
4. Media Literacy
5. **Information Literacy**
6. **Information, Communication & Technology**
7. Life & Career Skills

Technology Infusion:

Razkids.com for leveled reading practice, Google Classroom, Seesaw Journal

Lebanon Borough Public School Instructional Unit

Content:	English Language Arts – Reading	Grade:	1
Trimester:	3	Unit Title:	Realistic Fiction
		Pacing:	4 Weeks

ESSENTIAL QUESTION

How do writers get ideas for characters in their stories?
 How can I edit a story and make it better?
 How can I revise my story to make sure my story makes sense?

TARGET STANDARDS

ELA NJSLs	I Can...
SL.1.4	Clearly and accurately describe people, places, and things
L.1.1f	Use adjectives
L.1.1b	Use common, proper, and possessive nouns
L.1.2c	Use commas in dates and between words in a series
L.1.5d	Tell the difference between verbs and adjectives that mean almost the same thing

INSTRUCTIONAL PROGRESSION

Weekly Plan	Anchor Selection	Must Do	Evidence of Learning	Vocabulary
<p><i>During Week 1</i></p> <p><i>Writers Get Character Ideas By the World Around Them</i></p>	<p>Model with examples from your own or students' writing</p>	<ol style="list-style-type: none"> Read Aloud (3-5x per week) Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> Introduce “realistic fiction” and make a chart about what a Realistic Fiction story should have: characters, setting, problem, solution, etc.) Brainstorm ideas for characters and what could happen to them Select a character to begin writing about Shared Writing/Interactive Writing (1-2x per week) Independent Writing (5x per week) Confer with students (3-5x per week) Conventions, grammar, language <ul style="list-style-type: none"> How to use a comma when writing the date Foundational Skills Closure/Share/Reflection <ul style="list-style-type: none"> Did I write about a character and tell what happens to the character? 	<ul style="list-style-type: none"> Use graphic organizer or notebook to track character ideas and development Brainstorm ideas for characters and what could happen to them Observe students' notes and ask yourself: <ul style="list-style-type: none"> “Are they on the right track?” “Is this a topic they can create a story about?” Write about characters and what happens to them Tell what elements a Realistic Fiction story should have: characters, setting, problem, solution, etc. Commas are used appropriately in date 	<p>realistic fiction</p> <p>character</p> <p>setting</p> <p>problem</p> <p>solution</p> <p>brainstorm</p>

<p><i>During Week 2</i></p> <p><i>Character Development</i></p>		<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Model how to tell a story “across your fingers” or “across the pages” • Providing details to develop the character • Work with partners to hold each other accountable: “Are you including all parts of a Realistic Fiction story?” 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language <ul style="list-style-type: none"> • How to use commas between words in a series (e.g. list character details and use commas appropriately) 7. Foundational Skills 8. Closure/Share/Reflection <ul style="list-style-type: none"> • Did you include all parts of a Realistic Fiction story? 	<ul style="list-style-type: none"> • Tell a story in sequential order using the “across your fingers” or “across the pages” strategy • Provide details to develop a character • Work with a partner to ensure that they are including all parts in a Realistic Fiction story • Use commas between words in a series 	<p>details “across the pages” “across your fingers”</p>
<p><i>During Week 3</i></p> <p><i>Story Endings</i></p>	<p>Model with examples from your own or students’ writing</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Stretch out the problem to keep the reader in suspense • Explore powerful endings of a variety of Realistic Fiction stories • Write powerful endings by trying different ones to see which we like best • In a RF story, our ending should make sense: check in with partner to make sure our endings could happen 3. Shared Writing/Interactive Writing (1-2x per week) 4. Independent Writing (5x per week) 5. Confer with students (3-5x per week) 6. Conventions, grammar, language 7. Foundational Skills 8. Closure/Share/Reflection <ul style="list-style-type: none"> • Did my ending make sense? Will my character’s problem keep the reader in suspense? 	<ul style="list-style-type: none"> • Stretch out a problem to keep the reader in suspense • Write endings • Check to see if their ending makes sense by checking with partners to make sure the ending could happen 	<p>powerful ending suspense</p>
<p><i>During Week 4</i></p> <p><i>Revising and</i></p>	<p>Model with examples from your own or students’ writing</p>	<ol style="list-style-type: none"> 1. Read Aloud (3-5x per week) 2. Direct Instruction (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> • Model how to choose a story to publish • Model how to use checklist with class story 	<ul style="list-style-type: none"> • Revise and edit a story to make it better • Use a checklist to ensure that they use editing strategies 	<p>checklist celebration</p>

<i>Publishing</i>		<ul style="list-style-type: none"> Model editing strategies: stretching out the problem, show not tell, word choice, grammar <ol style="list-style-type: none"> Shared Writing/Interactive Writing (1-2x per week) Independent Writing (5x per week) Confer with students (3-5x per week) Conventions, grammar, language <ul style="list-style-type: none"> Reinforce use of adjectives when revising Foundational Skills Closure/Share/Reflection <ul style="list-style-type: none"> How can I make sure that the reader understands my story? What different ways can I present my ideas to readers? 	<ul style="list-style-type: none"> Possible celebration ideas: <ul style="list-style-type: none"> Make a puppet of your character Dress up as your character Make a character web Create a movie poster (If your story were to become a movie) Act out a story 	
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DIFFERENTIATION

Respectful tasks based on readiness, interests, learning profile. Flexible groupings Ongoing assessment and adjustment Differentiated rubric(s) Excerpt texts, sentence frames, equity sticks	Study island RAZ-Kids Reading Groups, by level Center Activities
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RESOURCES

The Amistad Commission’s Literacy Components for Primary Grades: http://www.state.nj.us/education/amistad/resources/literacy.pdf	
Lessons focused on Language: http://www.fcr.org/studentactivities/language_k1.htm	
www.readwritethink.org	www.teacher.scholastic.com
www.pbskids.org	www.storybird.com
www.teachingchannel.org	

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
<ol style="list-style-type: none"> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy 	<ol style="list-style-type: none"> Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

Technology Infusion:

ipad applications for ELA standards, Razkids.com for leveled reading practice, Google Classroom, Seesaw Journal

DIFFERENTIATION			
Special Education	ELL	I&RS	Enrichment
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following I&RS framework • I&RS Intervention Bank • Foundations Double-Dose (Tier II) • LLI (Tier III) • FFI Skill Report: DRA On-Line • NJDOE resources • Lit Lab • Read 180 • System 44 • http://www.interventioncentral.org/response-to-intervention 	<ul style="list-style-type: none"> • Contents should be modified: abstraction, complexity, variety, organization • Process should be modified: higher order thinking skills, open-ended thinking, discovery • Products should be modified: real world problems, audiences, deadlines, evaluation, transformations • Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied • Activities aligned with above grade level text using DRA results • Jr. Great Books Library Activities • NJDOE resources
CROSS CURRICULAR RESOURCES			
The Amistad Commission's Literacy components for Primary Grades: http://njamistadcurriculum.net/			
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm			
ALIGNMENT TO 21 ST CENTURY SKILLS AND TECHNOLOGY			
21 st Century/ Interdisciplinary Themes: Bold all that apply		21 st Century Skills: Bold all that apply	
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy		Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills	

Technology Infusion				
<p>College and Career Readiness Anchor Standards</p> <p>K-5 CCRA.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>CCRA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Reading</p> <p>RL.1.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Writing</p> <p>W.1.7 With guidance and support from adults, use a variety of digital tools to produce and publish writing in collaborations with peers.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Language</p> <p>L.1.4.d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Other</p> <p>Smart Board Applications</p> <p>Audio Books</p> <p>Digital Books</p> <p>iPads apps</p>

Evidence of Student Learning

- Common benchmark
- DIBELS continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Additional Texts

Various levels of text provided by Raz Kids, Fountas & Pinnell leveled readers and leveled libraries.

Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the folio career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and "– Communications Career Cluster; Business, Management; and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

CRP3.. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.1 Personal Financial Literacy

9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each. 9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions. 9.1.8.D.1

Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand

B: Career Exploration Number Standard Statement

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online

Kindergarten-2nd Grade ELA Assessments

Formative	Summative	Benchmark	Alternative
Observations: language (listening and speaking), writing, application of taught skills.	Reading Street Weekly Tests	Amplify's mCLASS Text Reading Comprehension	Portfolios
Exit slips	End-of-unit projects	DIBELS 8th Ed.	Rubrics
Observation checklists	Portfolios	RAZ Kids Benchmark Assessments	Interviews
Student interviews		Fountas & Pinnell Running Records	Essays
Student work samples		Orton-Gillingham Benchmark Assessments	Performance tasks
Journals			Observation
Self-assessments			Exhibitions and demonstrations
Self-reflections			Journals
Performance tasks			Teacher-created tests
Seesaw Journal			Self and peer evaluation
			Seesaw Journal