



Heather DeGrandis <degrandish@newegypt.us>

Science / ELA

2 messages

Jamie Meroney <MeroneyJ@newegypt.us>

Thu, Aug 21, 2025 at 2:58 PM

To: Robert Cilmi <cilmir@newegypt.us>, Heather DeGrandis <degrandish@newegypt.us>

Good Afternoon,

I was wondering if we ordered the subscription for generation genius for science and math? I don't remember seeing it on any board agenda but I may have missed it. In all of our science curriculum meetings we discussed having that as a resource as teachers and students really enjoys the videos, assessments, activities and games that came with it.

Also, touching base to see if a vocabulary / grammar resource will be purchased for the upper levels. We had asked for something in that department for our students.

Thanks
Jamie

Heather DeGrandis <degrandish@newegypt.us>

Mon, Aug 25, 2025 at 9:38 AM

To: Jamie Meroney <MeroneyJ@newegypt.us>

Cc: Robert Cilmi <cilmir@newegypt.us>

Hi Jamie,

I will have to look into that. I do not recall seeing that. I want the vocabulary/ grammar resource to be a collaborative decision. Bob and I did not make that decision on our own, we want you guys to be part of that decision. We will talk about it at our second day meeting.

See you soon,
Heather

Mrs. Heather DeGrandis
Director of Planning, Research and Evaluation
Plumsted Township School District
609-758-6800

[Quoted text hidden]



Heather DeGrandis <degrandish@newegypt.us>

curriculum template

2 messages

Christine Mille <MilleC@newegypt.us>
To: Heather DeGrandis <degrandish@newegypt.us>

Wed, Jul 16, 2025 at 10:22 AM

Hi Heather,

As I'm writing the ELA curriculum, I just want to make sure I'm using the correct template. Tara sent out an email on 3/26 to all DGHWES saying to move forward using the science curriculum template for ALL curriculum being written (That's the TR curriculum template that we used for science). Bob sent out a template on 5/28 for ELA curriculum writing to the ELA team. Which one am I using?

Thanks!
Chris

Heather DeGrandis <degrandish@newegypt.us>
To: Christine Mille <MilleC@newegypt.us>

Wed, Jul 16, 2025 at 12:20 PM

Hi Chris,

Yes, all of the curriculum will be the same template as the Science curriculum template. I'll speak to Bob about it.

Thank you for letting me know,
Heather

Mrs. Heather DeGrandis
Director of Research, Planning and Evaluation
Plumsted Township School District
609-758-6800

[Quoted text hidden]



Heather DeGrandis <degrandish@newegypt.us>

Document shared with you: "1st Grade ELA Curriculum 2025-2026"

1 message

Sarah Carey (via Google Docs) <drive-shares-dm-noreply@google.com>
Reply-To: Sarah Carey <CareyS@newegypt.us>
To: degrandish@newegypt.us
Cc: cilmir@newegypt.us

Wed, Jun 25, 2025 at 10:51 AM

Sarah Carey shared a document



Sarah Carey (CareyS@newegypt.us) has invited you to **edit** the following document:

Hi Bob & Heather!

I completed the ELA Curriculum and wanted to know what you both think! Following this new curriculum map changes the order of our writing units which impacts the report card a little bit. Let me know what you think!

Thanks,

Sarah

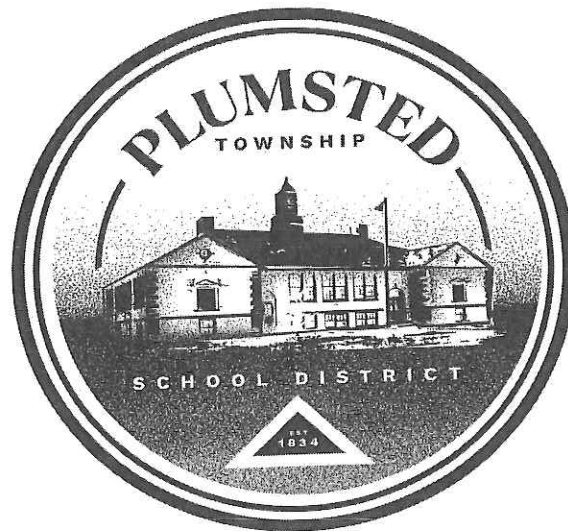
 1st Grade ELA Curriculum 2025-2026

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Google Workspace

Plumsted Township School District Curriculum



UNITS	PACING GUIDE
Unit 1: Our Superpowers!	36 days
Unit 2: Characters, Choices & What We Think!	36 days
Unit 3: Fact Finders & Knowledge Builders!	36 days
Unit 4: Adventures With Characters & Adventures of Me!	36 days
Unit 5: Reading it All, Using My Voice!	36 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides (N.J.S.A. 18A:35-28)
- History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)
- History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35)
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. Please click here for specific examples (by subject).

Introduction

During the school year, teachers will systematically build and reinforce foundational skills. Each instructional unit emphasizes concepts of print, letter formation, phonological awareness, high-frequency words, word analysis, and fluency. Teachers will establish a literature-rich climate by utilizing the provided reading and writing series, trade books, and novels located in the classroom and school library. Instruction should take place in the form of whole-group mini-lessons, small-group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Centers/Stations should be used as much as possible.

The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age.

Unit 1: Our Superpowers!

Unit 1 Summary:

Instructional focus will be on phonological awareness and phonics as it relates to short vowels and a review of consonants. Unit text provides opportunities for children to apply the foundational skills and build fluency with a focus on accuracy. High frequency words will be explicitly taught as well as practice letter formation, book handling and text direction. Word analysis skills include plural nouns, s as/z/, inflectional endings and double final consonants.

Enduring Understandings:

- Phonological awareness is the understanding that spoken language is made up of sounds. Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters).
- Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Effective readers use appropriate strategies as needed to construct meaning.
- Reading with accuracy and fluency aids in comprehension.
- Informational/Explanatory texts provide facts about people, places, or things. Writers explain what something is, how something happened, or how something works.
- Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.
- Sentences need ending punctuation.

Essential Questions:

- How do you make new friends?
- How can you be a good friend to others?
- What is Phonemic Awareness?
- How do we figure out a word we do not recognize?
- Why do readers use different strategies or tools to help them as they read?
- Why is it important to read accurately with ease?
- Why is it important to understand how print works?
- What do good writers do?
- Which conventions do we use when writing sentences?
- What is a noun?
- What is an adjective?

Unit Objectives:

Students will be able to..

- Recognize and produce rhyme
- Recognize and produce alliteration
- Blend and segment onset and rime
- Isolate (initial and medial), blend, identify and segment phonemes in single syllable words

- Review consonants
- Encode and decode words with short vowels
- Reinforce letter formation
- Understand how print works
 - Book orientation /turning pages
 - Text direction
 - Distinguish letters from words within sentences
 - Match print to speech
 - Word spaces
 - Picture support
 - Distinguish features of a sentence
 - Understand book parts(title, author, illustrator, table of contents)
- Read a connected text for accuracy
- Recognize, read and spell grade level high frequency words
- Engage in collaborative discussions with a partner or whole group.
- Identify a noun is a person, place or thing.
- Identify an adjective is a descriptive word.

Standards/Learning Targets

Focus Standards (Major Standards)

Reading Foundational Skills

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting and Additional Standards

Reading Informational

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Reading Literature

RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how)

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

Speaking and Listening

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Foundational: Writing Language

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel sound.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- A. Short vowels and single consonants.

- B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- C. Initial and final consonant blends (must, slab, plump).

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- A. Write sentences with increasing complexity.
- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Primary Interdisciplinary Connections

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse

perspectives about a local and/or global climate change issue and deliberate about possible solutions.
 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Student Learning

Core Instructional Materials and Resources

Suggested Reading Mentor Texts

Reading Makes You Feel Good by Todd Parr
How Rocket Learned to Read by Tad Hills
The Best Book to Read by Debbie Bertram
The Best Place to Read by Debbie Bertram
Miss Brooks Loves Books by Barbara Bottner
Mortimer by Robert Munsch
Interrupting Chicken by David Ezra Stein
Duck and Goose by Tad Hills
Very Boring Alligator by Jean Gralley
Oh, How I Wish I Could Read by John Giles
I Can Read with My Eyes Shut by Dr. Seuss
The Little Engine that Could by Watty Piper
Leo the Late Bloomer by Robert Kraus
Don't Eat the Teacher
Enemy Pie
I Don't Want to Be a Frog
There is a Bird on Your Head
Don't Let the Pigeon Drive the Bus
The Scarecrow's Hat
The Crayon Box That Talked
 Books to Teach Fluency: Max's Words by Kate Banks, Bark George by Jules Fieffer, Wolf! by Becky Bloom

Suggested Writing Mentor Texts

How Rocket Learned to Write by Tad Hills
Author, a True Story by Helen Lester
Ralph Tells a Story by Abby Hanlon
 Gail Gibbons
 Eyewitness series

UFLI Suggested Resources

UFLI Slides
 UFLI Decodable Readers
 Magnet Boards with Letter Tiles
 Letter formation poster (a-z)
 Alphabet strip
 Large sound cards
 Short Vowel Poster

Internet

Supplemental Instructional Materials and Resources

Resources for **on-grade** students:

- Partners (turn-and-talk, heterogenous, homogenous)
- Word banks (ex. word wall with unit themed sight words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students **approaching** grade level expectations:

- UFLI Teacher Toolbox
- Highlighters (ex. highlight all the words with short a)
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards

Resources for students **exceeding** grade level expectations:

- District Approved and Selected novels
- Self-assess using writing checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map

Useful Websites such as:

- Starfall
- ABCYA
- Epic

See Shared Resources Folder for sample charts, checklists, rubrics, and student samples
www.epic.com

Holocaust lessons and literature
Amistad lessons and literature

Suggested Activities

Reading Skill: Phonics/Phonemic Awareness

Lesson: Onset and Rime

I Do: E: Display short vowel cards and remind students every word has a vowel sound and some of those vowels are short. Review expectations for routine.

We Do: Cycle through cvc words and look for onset and rimes to segment the words

They Do: Independent practice at guided reading centers- Students will highlight rimes in word list.

Reading Skill: Phonics

Lesson: "Encode Words"

Warm up: Use **Word Building Cards** to model building the word jog. Point to each card, say the sound, and then blend the word. Guide students to change one letter to spell log. Repeat to spell hog.

Model: **Say the word:** The word is pop. I am going to think about the sounds I hear in pop. **Connect Sound to Spellings:** First, I will say the word slowly, pop. Next, I think about the first sound I hear. The first sound in pop is /p/. I know that the letter p stands for /p/. I will write p. (Repeat for remaining sounds)

Apply: Students will write today's dictation words in their Student Workbook. When done, write the words and have partners check each other's spelling for accuracy.

1. dog 2. hop 3. lot 4. kit

Reading Skill: Read Connected Text

Lesson: - "Apply to Text"

Teach/Model: Read aloud the title and call attention to this week's Super Words in bold and the Unit Words help and share. Write short u words from the text, such as gull, fun, us, and puffs. Have children practice reading the target skill words in isolation for automaticity.

Apply: Read the text in unison with children. Model pointing to each word as you read and have children do the same.

Build Fluency: **Accuracy-**Model reading page 84 fluently. Have children follow along, reading each sentence chorally after you. Point out that looking carefully at letters and words and thinking about whether the words make sense will help them read with accuracy.

*Mandate: Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)

Writing Skill: Informational

Lesson: *Amira's Family* by Elliot Riley

I Do: Remind students that when they write informative pieces, they write facts about a topic. Review the 5-finger strategy for informative writing. *The topic today is families. Before we write, we are going to read about Amira's family. As we read, you can think about what's the same or different about your family and Amira's.*

We Do: Read the story, pausing to check for understanding of key details about families. Complete graphic organizer.

They Do: Write sentences about your family using the 5-finger strategy.

Questions:

- What are some examples of cultural traditions or celebrations that Amira learns about from her new friends?
- How do Amira's friendships with her classmates evolve throughout the story? What challenges do they face together?
- How does the author portray diversity in "Amira's Family"?
- What messages about diversity and inclusion does the book convey?

Writing Skill:

Lesson: Ending Punctuation

I Do: Write 2 or more sentences on the board without punctuation. Read the sentences aloud as one big sentence. *What do you notice about the way I read this?* Lead students to discover the writing doesn't make sense without pausing and thus needs ending punctuation. Reread the first sentence while thinking aloud: *I noticed I should stop here because the next part is a new idea. The part I just read should end here with a period.*

We Do: Reread the passage on the board together, adding in ending punctuation where necessary. Circle all the ending punctuation used.

They Do: Students respond to a writing prompt related to Unit 1: Friendship (ex. *What do you like to do with your friends?*). When they are finished, the students use a crayon/marker/highlighter to circle the ending punctuation they used.

Accommodations/Modifications	Assessment
Special Education Students • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Utilize graphic organizers to help provide a purpose for reading and increase comprehension • Assign peer tutor • Provide clear and specific directions • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Seating arrangements to enhance teacher-student and student-student interactions and instruction 504 Students • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide class notes ahead of time to allow students to preview material	Formative • Word family word sorts (short vowels) • Phonemic Awareness exit slips • Think-Pair-Share • Thumbs up/thumbs down • Third party vendors and website such as: ○ Flipgrid ○ Kahoot Summative • Teacher Assessments created Benchmark • Beginning, middle and end of year Alternative • Third Party vendors or websites such as: ○ Kahoot ○ Learnzillion ○ Book Adventure

and increase comprehension • Provide extended time • Simplify written and verbal instructions • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Utilize graphic organizers to help provide a purpose for reading and increase comprehension • Assign peer tutor • Provide clear and specific directions • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented • Extension activities • Opportunities for Critical Thinking, problem Solving/Design Challenges • Technology Integration • Student Choice Activities and Student Driven Activities • Group Projects • Tiered Activities

English Language Learners • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Use visual representations • Allow use of first language • Peer tutoring/partner work • Repeated directions • Limit number of concepts/vocabulary words

Students At Risk of School Failure • Cooperative Learning groups • Multiple intelligences to meet all types of learners • Review and make necessary IEP modifications/504 plan • Whiteboards • Flexible Grouping • Graphic Organizer • Desk-Side Conferencing • Personal Agendas • Think/Pair Share • Open-Ended Activities • Games • Multiple Level Questions • Alternative Assessment and rubrics • Flashcards • Listening Comprehension

Unit 2: Characters, Choices & What We Think!

Unit 2 Summary:

Instructional focus will be on phonological awareness and phonics as it relates to beginning and ending digraphs, beginning l-blends, beginning s-blends, and previously learned phonics skills. . Unit texts provide opportunities for children to apply the foundational skills and to build fluency with a focus on accuracy. High frequency words will be explicitly taught as well as practicing letter formation. Word analysis skills include possessives, inflectional endings, inflections and compound words.

Enduring Understandings:

- Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Effective readers use appropriate strategies as needed to construct meaning.
- Focusing on accuracy in early stages of fluency practice gives children a chance to become secure in their phonics skills.
- Punctuation helps readers know which words belong together, when to pause, and when to stop.
- Opinion writing is a means to express ideas of importance and provide convincing evidence.
- Sentences start with an uppercase letter and end with appropriate punctuation.

Essential Questions:

- What is something you like to create?
- How do you feel when you are making something to share with others?
- How do we figure out a word we do not recognize?
- Why do readers use different strategies or tools to help them as they read?
- Why is it important to understand how print works? Why is punctuation important?
- How is building fluency important?
- What is opinion writing?
- Which conventions do we use at the beginning and end of sentences?
- What is a verb?
- What is an adverb?

Unit Objectives:

Students will be able to..

- Blend syllables (two-to three-syllable words)
- Segment syllables
- Isolate(initial and final) phonemes
- Identify, segment and substitute phonemes(final)
- Blend phonemes
- Add and delete phonemes (initial)
- Blend onset and rime (one-to two-syllable words)
- Segment onset and rime
- Encode and decode words with ending digraphs (-th, -sh, -ck, -ng, -ch, -tch)
- Encode and decode words with beginning l-blends (bl-, cl-, fl-, pl-)
- Encode and decode words with beginning s-blends (st-, sk-, sm-, sp-)
- Understand how print works
 - End punctuation (period, question mark, exclamation)

- Read a connected text for accuracy
- Recognize, read and spell grade level high frequency words
- Engage in collaborative discussions with a partner or whole group.
- Identify a verb as an action word. Identify helping verbs too.
- Identify an adverb as word that describes a verb.

Standards/Learning Targets

Focus Standards (Major Standards)

Reading Foundational Skills

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting and Additional Standards

Reading Literature

RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how)

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

RL.PP.1.5. Identify who is telling the story at various points in a text.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

- A. Introduce an opinion.
- B. Support the opinion with facts or other information and examples related to the topic.
- C. Provide a conclusion.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Speaking and Listening

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Foundational Skills: Writing Language

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel sound.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- A. Short vowels and single consonants.
- B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- C. Initial and final consonant blends (must, slab, plump).

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- A. Write sentences with increasing complexity.
- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Primary Interdisciplinary Connections

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).
 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
 8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<u>Suggested Reading Mentor Texts</u>	Resources for on-grade students:

The Three Little Pigs
Cinderella
The Little Mermaid
The Gingerbread Man
Goldilocks and the Three Bears
Little Red Riding Hood
The Gingerbread Boy
The Gingerbread Baby
The Gingerbread Girl
The Gingerbread Pirate
The True Story of the Three Little Pigs
Cinderella is so Annoying
Red Riding Hood is so Rotten
Waiting is So Hard
Empty Pot

Suggested Writing Mentor Texts

Click, Clack Moo Cows That Type
Duck! Rabbit!
Don't Let the Pigeon Stay Up Late
I Wanna Iguana
Can I Have a Stegosaurus Too, Mom?
 Seasonal texts

UFLI Suggested Resources

UFLI Slides
 UFLI Decodable Readers
 Magnet Boards with Letter Tiles
 Letter formation poster (a-z)
 Alphabet strip
 Large sound cards
 Short Vowel Poster

Vocabulary

fiction, nonfiction, schema, strategies, fluency,
 expression, just-right books, consonants, vowels,
 digraphs, blends, bonus letters, fact, opinion,
 transition words, editing, revising, and publishing

Internet

See Shared Resources Folder for sample charts,
 checklists, rubrics and student samples
www.epic.com

Additional Resources

Holocaust Resources
 Amistad Reflections and Read Aloud Titles

- Partners (turn-and-talk, heterogenous, homogenous)
- Word banks (ex. word wall with unit themed sight words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students **approaching** grade level expectations:

- UFLI Teacher Toolbox
- Highlighters (ex. highlight all the words with short a)
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards

Resources for students **exceeding** grade level expectations:

- District Approved and Selected novels
- Self-assess using writing checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map

Useful Websites such as:

- Starfall
- ABCYA
- Epic

Reading Skill: Phonemic Awareness

Lesson: "Blend Syllables"

Blend Sounds Routine-Remind children that each syllable in a word has a vowel sound.

Model: Blend the syllables in the word shadow

Listen to the Sounds: I am going to blend syllables together to say a word. First, listen as I say the syllables: shad*ow. **Blend the Syllables Together:** Now I will put those syllables together: shad*ow, shadow. The word is shadow.

Apply: Have children blend the syllables in thirsty. Add movement by holding out the left palm for first syllable and right palm for second syllable. Then clap as they blend the syllables to say the word.

Listen to the Sounds: Your turn! I am thinking of a word. Listen as I say the syllables of the word: thir*sty.

Blend the Syllables Together: Now you put the syllables together to say the word. Thirsty
Continue the routine and have children blend the syllables in the words below. Correct all errors.

throw*ing, throwing

shoe*lace, shoelace

thir*teen, thirteen

show*er, shower

thun*der, thunder

shov*el*ing, shoveling

Reading Skill: Phonics

Lesson "Build Words"

Teach: Display the sound cards for ng. Say the image name, say the sound and have children repeat after you. Write the word wing and read it aloud. Underline the ng. Tell children that the letters n and g together stand for /ng/. Point to the letters, say the sound and have children repeat after you.

Model: Write the word sing. **Say the Sounds:** I am going to say each sound in the word sing: the letter s stands for /s/, i stands for /i/, and ng stands for /ng/. **Blend the Sounds Together:** Now listen as I blend these sounds together: /sssiing/, sing. Say the word with me: sing.

Apply: Write the word rang. **Say the Sounds:** Your turn! Say each sound in the word. /r//a//ng/ **Blend the Sounds Together:** Now blend the sounds together /rrraaang/, rang
Continue the routine and have children blend the sounds to say the words below. Correct all errors.

king ring

lung wing

gong sang

Writing Skill:

Lesson: "Children Just Like Me"

I Do: Remind students of "Conventions". When they write sentences, they should start with an uppercase letter and end with punctuation.

We Do: Watch the video, pausing to check for understanding of key details about the kids from around the world.

They Do: Write 3-5 sentences about the children in the video. Have students read their sentences to a partner. Their partner points to where the student has used an uppercase letter at the beginning of a sentence and to the ending punctuation. Students repeat with their partner's work.

***Mandate: Holocaust and genocide:** (N.J.S.A.18A:35-28) Read; *The Crayon Box That Talked*

I Do: Remind students that each one of us is special and unique. Display different kinds of boxes of crayons and discuss the different combinations of colors, sizes, labels, etc.

We Do: Read *The Crayon Box That Talked*, Ask and Answer questions such as

- Why are the crayons saying disagreeable things to each other? Do they know why they do not like each other? Why do you think they are being mean to each other?
- Look carefully at the illustrations showing the faces on the crayons. How do you think each crayon is feeling about itself and the others?
- Why did the little girl buy the box of crayons? What did she do with the crayons?
- What happened to the colors as she worked on her drawing? How did the crayons feel after the little girl finished with the picture?

They Do: With a partner, discuss *What did the crayons learn about being different? Are all people alike? What are some of the ways that we are different? How are we alike? What are some of the ways that our differences make us happier?*

Accommodations/Modifications	Assessment
Special Education Students • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Utilize graphic organizers to help provide a purpose for reading and increase comprehension • Assign peer tutor • Provide clear and specific directions • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Seating arrangements to enhance teacher-student and student-student interactions and instruction 504 Students • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Utilize graphic organizers to help provide a purpose for reading and increase comprehension • Assign peer tutor • Provide clear and specific directions • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Seating	Formative • Digraph & Blend word sorts • Phonemic Awareness exit slips • Think-Pair-Share • Thumbs up/thumbs down • Third party vendors and website such as: ○ Flipgrid ○ Kahoot Summative • Teacher Created assessments Benchmark • Beginning, Middle and end of year (non-graded) Alternative • Third Party vendors or websites such as: ○ Kahoot ○ Learnzillion ○ Book Adventure

arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented • Extension activities • Opportunities for Critical Thinking, problem Solving/Design Challenges • Technology Integration • Student Choice Activities and Student Driven Activities • Group Projects • Tiered Activities

English Language Learners • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Use visual representations • Allow use of first language • Peer tutoring/partner work • Repeated directions • Limit number of concepts/vocabulary words

Students At Risk of School Failure • Cooperative Learning groups • Multiple intelligences to meet all types of learners • Review and make necessary IEP modifications/504 plan • Whiteboards • Flexible Grouping • Graphic Organizer • Desk-Side Conferencing • Personal Agendas • Think/Pair Share • Open-Ended Activities • Games • Multiple Level Questions • Alternative Assessment and rubrics • Flashcards • Listening Comprehension

Unit 3: Fact Finders & Knowledge Builders!

Unit 3 Summary:

Instructional focus will be on phonological awareness and phonics as it relates to beginning and ending consonant blends, long a:a_e, and previously learned phonics skills. Unit texts provide opportunities for children to apply the foundational skills and to build fluency with a focus on accuracy. Word analysis skills include closed syllables, inflectional endings, contractions with 's and not and plurals with CVCe words. High frequency words will be explicitly taught as well as practicing letter formation.

Enduring Understandings:

- Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Effective readers use appropriate strategies as needed to construct meaning.
- Command of the English language is important when speaking and writing.
- Reading requires active listening and engagement to support comprehension.
- Effective writers sustain a specific, narrow topic.

Essential Questions:

- What animals do you know about that live in the sea?
- What do you know about them?
- What strategies can we use to figure out unknown words?
- Why do readers use different strategies or tools to help them as they read?
- How do the rules of language affect communication?
- What is informational writing?
- How do we keep our writing on topic?
- How do writers use capitalization and punctuation correctly?

Unit Objectives:

Students will be able to..

- Blend add, and segment phonemes
- Add, delete, and substitute final phonemes
- Delete initial phonemes
- Isolate final phonemes
- Isolate, identify and substitute medial phonemes
- Encode and decode words with beginning r-blends(fr-,cr-,dr-,tr-)
- Encode and decode words with other beginning blends(gr-,br-,sn-,sw-)
- Encode and decode words with three letter blends(scr-,spl-,str-,spr-,)
- Encode and decode words with ending blends(-st,-sk,-nd,-nt,-mp)
- Encode and decode words with long a as CVCe pattern
- Read a connected text for accuracy, with appropriate phrasing, intonation/inflection, expression and at a faster pace
- Recognize, read and spell grade level high frequency words
- Engage in collaborative discussions with a partner or whole group
- Identify how and when to use capitalization and punctuation correctly

Standards/Learning Targets

Focus Standards (Major Standards)

Reading Foundational Skills

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting and Additional Standards

Reading Literature

RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

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

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RL.PP.1.5. Identify who is telling the story at various points in a text.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

Reading Informational

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

- A. Introduce a topic.
- B. Develop the topic with facts or other information and examples related to the topic.
- C. Provide a conclusion.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Speaking and Listening

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

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Foundational Skills: Writing Language

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.
- D. Recognize that each syllable is organized around a vowel sound.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- A. Short vowels and single consonants.
- B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- C. Initial and final consonant blends (must, slab, plump).

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

- A. Write sentences with increasing complexity.
- B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

Primary Interdisciplinary Connections

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

Student Learning

Core Instructional Materials and Resources

Supplemental Instructional Materials and Resources

Suggested Reading Mentor Texts

National Geographic Kids - Sharks
National Geographic Kids - Spiders
National Geographic Kids - Penguins
National Geographic Kids - Ponies
National Geographic Kids - Cat vs. Dogs

How to Books

ABC Informational Books

Question and Answer Books

Powerful Polar Bears

Hibernation

Compare & Contrast books on Epic

Endangered Animals on Epic

Suggested Writing Mentor Texts

Gail Gibbons texts

UFLI Suggested Resources

UFLI Slides

UFLI Decodable Readers

Magnet Boards with Letter Tiles

Letter formation poster (a-z)

Alphabet strip

Large sound cards

Short Vowel Poster

Blends Poster

Digraphs Poster

Vocabulary

fiction, nonfiction, strategies, fluency, expression, just-right books, character, setting, events, reread, retelling, transition words; consonants, vowels, digraphs, bonus letters, glued sounds, suffix, baseword; fact, opinion, reviews, reasons; adjectives, nouns, verbs, conjunctions; telling, asking and exclamatory sentences; editing, revising, and publishing

Internet

See Shared Resources Folder for sample charts, checklists, rubrics, and student samples
www.epic.com

Resources for **on-grade** students:

- Partners (turn-and-talk, heterogenous, homogenous)
- Word banks (ex. word wall with unit themed sight words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students **approaching** grade level expectations:

- UFLI Teacher Toolbox
- Highlighters (ex. highlight all the words with short a)
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards

Resources for students **exceeding** grade level expectations:

- District Approved and Selected novels
- Self-assess using writing checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map

Useful Websites such as:

- Starfall
- ABCYA
- Epic

Suggested Activities

Reading Skill: Phonemic Awareness

Lesson: "Add Phonemes"

Model: Add /s/ to cream to form scream. **Listen and Add a Sound:** I am going to add a sound to the word cream to make a new word. I will add /s/ to the beginning of the word cream. **Say the New Word:** When I add /s/ to the beginning of cream, the new word is scream.

Apply: Have children add /s/ to the beginning of the word platter to form splatter. **Listen and Add a Sound:** Your turn! Say platter. Add the /s/ sound to the beginning of the word platter. **Say the New Word:** What new word do you get when you add /s/ to the beginning of platter? Splatter.

Now use the routine and have children add phonemes to say the words below. Correct all errors.

/s/ + **cram** = **scram**

/s/ + **crunch** = **scrunch**

/s/ + **crew** = **screw**

/s/ + **plat** = **splat**

Reading Skill: Word Analysis

Lesson: "Contractions with 's"

Teach: Tell children that a contraction is a short way of saying two words together. Write the sentence *That is fun* and read it aloud. Then write *That's fun* and read it aloud. Circle the word *That's*. **Say**, the word *that's* is a contraction. It is a shorter way of saying and writing that is. To form the contraction, I take away the letter *i* from *is* and replace it with an apostrophe.

Model: Now write *it's*. Say the word aloud and have children repeat it after you. **Ask**, what two words is *it's* short for? It is. What does the apostrophe stand for? the *i* in *is*. How do you write the word *it's*? *i-t-apostrophe-s*. Point to *it's* again and have children repeat it in unison.

Apply: See the practice page for word analysis.

***Mandate:** Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)

I do: Students will think about a time that they were treated unfairly. How did you try to change what happened? Teacher will share a time he/she was treated unfairly. Introduce vocabulary words such as disability, diversity, perseverance/determination.

We do: Students should make predictions about the story by looking at the front cover and reading the title. Read *All the Way to the Top* by Annette Bay Pimentel. During reading, stop and have students turn and talk about characters, setting and different events in the story.

You do: Draw your favorite part of the story and share with the class. Be sure to tell why that is your favorite part.

Writing Skill:

Lesson: "Cheerio Box" lesson adapted from Smekens Education Website ("The Power of Physical Triggers: Compare the Functions of Essential Writing Skills to Everyday Objects")

I Do: Show the students a box of Cheerios. *Looking at the box, what kind of cereal is this? How do you know? The "title" on the box tells the eater what to expect. They know, 'if I open this box, I'm only going to get Cheerios.' Now think about if this cereal box was actually your writing. Whatever topic you pick, everything inside should match. "Don't throw in a Fruit-Loop sentence when you told the reader you would be writing about Cheerios."*

We Do: Show the students a sample of your opinion writing related to Unit 3: The Underwater World. Include a detail that is off topic. Read the writing aloud one time. Reread, stopping to think aloud: *hmmm, do all of my details pass "The Cheerio Test"?* Lead students to discover which idea should be removed.

They Do: Give students a practice page with 3 short writing samples related to Unit 3: The Underwater World. Each should include one extraneous detail. Read the samples with the students whole group, or break

into partners. Have students color the detail which is off-topic and discuss why.

Accommodations/Modifications	Assessment
Special Education Students ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Seating arrangements to enhance teacher-student and student-student interactions and instruction 504 Students ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Seating arrangements to enhance teacher-student and student-student interactions and instruction Gifted and Talented ● Extension activities ● Opportunities for Critical Thinking, problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities and Student Driven Activities ● Group Projects ● Tiered Activities English Language Learners ● Provide clear and	Formative ● Word family word sorts (short vowels) ● Phonemic Awareness exit slips ● Think-Pair-Share ● Thumbs up/thumbs down ● Third party vendors and website such as: ○ Flipgrid ○ Kahoot Summative ● Teacher Assessments created Benchmark ● Beginning, middle and end of year Alternative ● Third Party vendors or websites such as: ○ Kahoot ○ Learnzillion ○ Book Adventure

specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Use visual representations • Allow use of first language • Peer tutoring/partner work • Repeated directions • Limit number of concepts/vocabulary words

Students At Risk of School Failure • Cooperative Learning groups • Multiple intelligences to meet all types of learners • Review and make necessary IEP modifications/504 plan • Whiteboards • Flexible Grouping • Graphic Organizer • Desk-Side Conferencing • Personal Agendas • Think/Pair Share • Open-Ended Activities • Games • Multiple Level Questions • Alternative Assessment and rubrics • Flashcards • Listening Comprehension

Unit 4: Adventures With Characters & Adventures of Me!

Unit 4 Summary:

Instructional focus will be on phonological awareness and phonics as it relates to long vowels o: o_e, i: i_e, u: u_e, e: e_e, soft c and g, long vowels a: ai/ay and e: e/ee/ea, and previously learned phonics skills. Unit texts provide opportunities for children to apply the foundational skills and to build fluency with a focus on expression, appropriate phrasing, intonation/inflection, accuracy and rate/pacing. Word analysis skills include final e syllable patterns, inflectional endings, prefixes re-, un-, and suffixes -ful, -less. High frequency words will be explicitly taught.

Enduring Understandings:

- Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Focusing on accuracy in early stages of fluency practice gives children a chance to become secure in their phonics skills.
- Reading with accuracy and fluency aids in comprehension.
- Command of the English language is important when speaking and writing.
- Questioning is a reading strategy that is taught to students to help them engage with the text. It helps the reader to clarify what he or she is reading and to better understand the text. Asking good questions is a way for students to monitor their own comprehension while reading.
- A narrative is a piece of writing that focuses on telling a story.

Essential Questions:

- What is an adventure?
- What are different adventures that characters can have/
- How do we figure out a word we do not recognize?
- How do the rules of language affect communication?
- How is building fluency important?
- Why do readers ask and answer questions before, during, and after reading?
- What is narrative writing?
- How can we practice acceptance?
- What is a contraction?

Unit Objectives:

Students will be able to..

- Blend and segment phonemes
- Isolate phonemes-initial, medial, and final
- Identify phonemes-initial and medial
- Substitute phonemes-initial and medial
- Add phonemes
- Delete final phonemes
- Encode and decode long vowel words with CVCe pattern

- Encode and decode words with soft c and g
- Encode and decode long vowel words with long a:ai/ay and long e:e, ee, ea
- Read a connected text for accuracy, with appropriate phrasing, intonation/inflection, expression and at a faster pace
- Recognize, read and spell grade level high frequency words
- Engage in collaborative discussions with a partner or whole group
- Identify a contraction as a shortened form of two or more words

Standards/Learning Targets

Focus Standards (Major Standards)

Reading Foundational Skills

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting and Additional Standards

Reading Literature

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing

- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
 - B. Provide dialogue and/or description and details of experiences, events, or characters.
 - C. Use transitional words to manage the sequence of events.
 - D. Provide a reaction to the experiences or events.
- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening

Comprehension and Collaboration

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

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

Language

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

- A. Write the upper and lowercase alphabets from memory.
- B. Write a common grapheme (letter or letter group) for each phoneme.
- C. Orally segment the phonemes in any single syllable, spoken word.

D. Recognize that each syllable is organized around a vowel sound.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- A. Short vowels and single consonants.
- B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- C. Initial and final consonant blends (must, slab, plump).

L.VI.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases
- B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

Primary Interdisciplinary Connections

6.1.2.Civics.PR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.Civics.CM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<u>Suggested Reading Mentor Texts</u> <u>Olivia</u> <u>Olivia Saves the Circus</u> <u>Olivia Goes to Venice</u> <u>Olivia and the Missing Toy</u> <u>Olivia and the Fairy Princesses</u> <u>Olivia Forms a Band</u> <u>Suggested Writing Mentor Texts</u> <u>A Chair for My Mother</u> by Vera Williams <u>FireFlies</u> by Julie Brinkloe <u>Owl Moon</u> by Jane Yolen <u>The Relatives Came</u> by Cynthia Rylant <u>The Kissing Hand</u> by Audrey Penn <u>A Snowy Day</u> by Ezra Jack Keats <u>Shortcut</u> by Donald Crews Seasonal texts <u>UFLI Suggested Resources</u> UFLI Slides UFLI Decodable Readers Magnet Boards with Letter Tiles Letter formation poster (a-z) Alphabet strip Large sound cards Short Vowel Poster Digraphs Poster Blends Poster CVCe Poster <u>Vocabulary</u> nonfiction, strategies, fluency, expression, text features (table of contents, headings, diagrams, labels, charts, photograph, index, glossary), main idea, key details, retelling, compare and contrast, Venn diagram; research, facts; adjectives, singular and plural nouns, verbs, conjunctions; telling, asking and exclamatory sentences; editing, revising, and publishing <u>Internet</u> See Shared Resources Folder for sample charts, checklists, rubrics and student samples www.epic.com	Resources for on-grade students: ● Partners (turn-and-talk, heterogenous, homogenous) ● Word banks (ex. word wall with unit themed sight words) ● Anchor Charts ● Graphic organizer with sentence stems Resources for students approaching grade level expectations: ● UFLI Teacher Toolbox ● Highlighters (ex. highlight all the words with short a) ● Listening option (ex. Epic) ● RTI Progress Monitoring ● Graphic organizer partially filled in by teacher ● White boards Resources for students exceeding grade level expectations: ● District Approved and Selected novels ● Self-assess using writing checklist ● "I wonder" questions ● Compare and contrast the setting in the beginning, middle, end of story ● First/Next/Then/Last Story Map Useful Websites such as: ○ Starfall ○ ABCYA ○ Epic
Suggested Activities	

Reading Skill: Phonemic Awareness

Lesson: -“Segment Phonemes”

Model: Segment the sounds in the word complain. **Listen to the Word:** I am going to break the word complain into its sounds. **Say the Sounds in the Word:** What sounds do I hear in complain? /k/ /o/ /m/ /p/ /l/ /a/ /n/

Apply: Have children segment the sounds in the word rainbow. **Listen to the Word:** Your turn! Listen carefully as I say a word: rainbow. **Say the Sounds in the Word:** Now you say the sounds you hear in rainbow. /r/ /a/ /n/ /b/ /o/.

Now use the routine and have children segment the sounds in the words below. Correct all errors.

rail, /r/ /a/ /l/

drains, /d/ /r/ /a/ /n/ /z/

raisin, /r/ /a/ /s/ /i/ /n/

paint, /p/ /a/ /n/ /t/

excite, /e/ /k/ /i/ /t/

recess, /r/ /e/ /s/ /e/ /s/

Reading Skill: Phonics

Lesson: “Build Words with Long a: ay”

Teach: Use the SS&A cards to review long a. Remind children that vowel sounds can have different spellings. Write, stay and read it aloud. Underline ay and say the vowel sound. Explain that a and y together stand for /a/(long a). Point to the letters, say the sound, and have children repeat after you.

Model: Write the word spray. **Say the Sounds:** I am going to say each sound in the word spray: the letter s stands for /s/, p stands for /p/, r stands for /r/, and the letters a-y stand for /a/(long a). **Blend the Sounds Together:** Now listen as I blend these sounds together: /ssspraaa/, spray. Say the word with me: spray.

Apply: Write the word play. **Say the Sounds:** Your turn! Say each sound in the word. /p/ /l/ /a/. **Blend the Sounds Together:** Now blend these sounds together. /plllaaa/, play. Now use the routine and have children blend the sounds in the words below. Correct all errors.

may

clay

hay

way

bay

gray

Reading Skill: Ask and Answer Questions

Lesson: Using Text from Nonfiction Book List

I Do: Today we will practice asking and answering questions using a KWL chart. First we will write what we already know about the topic. Then we will write a question we hope to find the answer to in the book. Finally, we will write some new facts that we learned to answer our question.

We Do: Give students their own KWL chart and work together to fill out K. Read the book and model thinking aloud to ask questions. Stop during the book for students to fill out W about a particular page.

They Do: Add the answer to the L column using what they learned in the book.

*Mandate Climate Change: Generation Genius Reduce, Reuse, Recycle (complete in 1 week)

Engage: Before the lesson mix up two cups of water, one with regular water and another that looks disgusting (mix in dirt, plastic, paper, etc.). Ask students which one would be safe to drink? Why? Ask students how water in our environment can get dirty. Tell them that we all need clean water, air and land to live on. If we do not take care of our air, water and land, it might not be usable for everyone. Tell students that today we will learn about how water can be affected by pollution and how we can keep it clean.

Explore: 1. Arrange students into four groups.

2. Fill four plastic containers 3/4 full of water.

3. Students can add trash to the water (oil, paper, plastic and dirt).

4. Students record and illustrate changes to the water after each item is added, for example the dirt makes the water muddy, the oil floats on top, the paper falls apart into tiny pieces, plastic floats at the top, etc.

5. Ask students for ideas on how it can be cleaned up.

6. Use tongs to remove large pieces of trash.

7. Filter the water into a new container to remove more trash.

8. Ask students if they have removed all the pollution. (Some, but not all.)

9. Since it is hard to remove all the pollution, brainstorm ways to prevent that water from being polluted in the first place.

Explain: Watch the Generation Genius Reducing Our Impact on Earth video as a group. Facilitate a conversation using the discussion questions. Students will turn and talk with partners to discuss questions. Discuss the vocabulary words: problem and solution.

Vocabulary: Create a Frayer Model/4 Square using important vocabulary such as *pollution*, *recycle*, *environment*.

Elaborate: Students create a poster for the school highlighting the 3R's. Posters should show the recycling symbol to look for and include drawings and labels of what items should be recycled (paper, glass, plastic, aluminum cans). Students will share their posters with the class.

Accommodations/Modifications	Assessment
Special Education Students • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Utilize graphic organizers to help provide a purpose for reading and increase comprehension • Assign peer tutor • Provide clear and specific directions • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Seating arrangements to enhance teacher-student and student-student interactions and instruction 504 Students • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions •	Formative • Word family word sorts (short vowels) • Phonemic Awareness exit slips • Think-Pair-Share • Thumbs up/thumbs down • Third party vendors and website such as: ○ Flipgrid ○ Kahoot Summative • Teacher Assessments created Benchmark • Beginning, middle and end of year Alternative • Third Party vendors or websites such as: ○ Kahoot ○ Learnzillion ○ Book Adventure

Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Utilize graphic organizers to help provide a purpose for reading and increase comprehension • Assign peer tutor • Provide clear and specific directions • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented • Extension activities • Opportunities for Critical Thinking, problem Solving/Design Challenges • Technology Integration • Student Choice Activities and Student Driven Activities • Group Projects • Tiered Activities

English Language Learners • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Use visual representations • Allow use of first language • Peer tutoring/partner work • Repeated directions • Limit number of concepts/vocabulary words

Students At Risk of School Failure • Cooperative Learning groups • Multiple intelligences to meet all types of learners • Review and make necessary IEP modifications/504 plan • Whiteboards • Flexible Grouping • Graphic Organizer • Desk-Side Conferencing • Personal Agendas • Think/Pair Share • Open-Ended Activities • Games • Multiple Level Questions • Alternative Assessment and rubrics • Flashcards • Listening Comprehension

Unit 5: Reading it All, Using My Voice!

Unit 5 Summary:

Instructional focus will be on phonological awareness and phonics as it relates to long vowels o:o/oa/ow, i:i/y/igh, e:y/ey, r-controlled vowels ar/er/ir/ur and previously learned phonics skills. Unit texts provide opportunities for children to apply the foundational skills and to build fluency with a focus on expression, appropriate phrasing, intonation/inflection, accuracy and rate/pacing. Word analysis skills include open syllables, inflectional endings, plurals, r-controlled syllable patterns, and comparative inflectional endings. High frequency words will be explicitly taught.

Enduring Understandings:

- Dividing words into parts can help children decode longer words.
- Effective readers use appropriate strategies as needed to construct meaning.
- Command of the English language is important when speaking and writing.
- Pausing between groups of words that belong together makes sentences easier to understand.

Essential Questions:

- What can we learn by reading about a topic across different genres?
- Why is it important to divide words into parts?
- Why do readers use different strategies or tools to help them as they read?
- Why is it important for readers to build fluency by using appropriate phrasing?
- What is a conjunction?
- What is a compound sentence?

Unit Objectives:

Students will be able to..

- Blend, segment, add, and identify phonemes
- Isolate medial and final phonemes
- Substitute initial and medial phonemes
- Identify medial phonemes
- Encode and decode words with long vowels (o:o/oa/ow, i:y/igh, e:y/ey)
- Encode and decode words with r-controlled vowels (ar, er, ir, ur)
- Read a connected text for accuracy, with appropriate phrasing, intonation/inflection, expression and at a faster pace
- Recognize, read and spell grade level high frequency words
- Engage in collaborative discussions with a partner or whole group
- Use capitalization and punctuation appropriately in a sentence
- Identify a conjunction as a linking word or phrase to join ideas or sentences
- Identify a compound sentence contains two or more independent clauses or complete thoughts

Focus Standards (Major Standards)

Reading Foundational Skills

Phonological Awareness

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- B. Decode regularly spelled one-syllable words.
- C. Know final-e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two syllable words following basic pattern by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

*RF.2.3.E Recognize and read grade-appropriate irregularly spelled words.

Fluency

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Supporting and Additional Standards

Reading Literature

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

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

RL.PP.1.5. Identify who is telling the story at various points in a text.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Reading Informational

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.CI.1.2 Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

- A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- B. Provide dialogue and/or description and details of experiences, events, or characters.
- C. Use transitional words to manage the sequence of events.
- D. Provide a reaction to the experiences or events.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Speaking and Listening

Comprehension and Collaboration

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

- A. Follow agreed-upon norms for discussions (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion)/
- B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Print all upper- and lowercase letters.

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

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

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

A. Capitalize dates and names of people.

B. Use end punctuation for sentences.

C. Use commas in dates and to separate single words in a series.

D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

B. Use frequently occurring affixes and inflection (eg., -ed, -s, -ing, re-, un-, pre-, -ful, less) as a clue to the meaning of a word.

Primary Interdisciplinary Connections

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

Student Learning

Core Instructional Materials and Resources

Suggested Reading Mentor Texts:

Henry and Mudge Series

Frog and Toad Series

Iris & Walter Series

Mr. Putter and Tabby Series

Supplemental Instructional Materials and Resources

Resources for **on-grade** students:

- Partners (turn-and-talk, heterogenous, homogenous)
- Word banks (ex. word wall with unit themed

Poppleton Series
Olivia Series
Biscuit Series

Suggested Writing Mentor Texts:

Fireflies
A Chair For My Mother
Owl Moon
A Snowy Day

UFLI Suggested Resources:

Letter formation poster (a-z)
Alphabet strip
Large sound cards
Short Vowel Poster
R Controlled poster
Vowel Team poster

Vocabulary:

strategies, fluency, expression, fiction series, main character, secondary character, setting, events, problem, solution, lesson, compare and contrast, Venn diagram; character web, physical traits, personality traits; possessive nouns, pronouns, adjectives, verbs, determiners, prepositions; telling, asking and exclamatory sentences; editing, revising, and publishing

Internet:

See the Shared Resources Folder for sample charts, checklists, rubrics, and student samples
www.epic.com

sight words)

- Anchor Charts
- Graphic organizer with sentence stems

Resources for students **approaching** grade level expectations:

- UFLI Teacher Toolbox
- Highlighters (ex. highlight all the words with short a)
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards

Resources for students **exceeding** grade level expectations:

- District Approved and Selected novels
- Self-assess using writing checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map

Useful Websites such as:

- Starfall
- ABCYA
- Epic

Suggested Activities

Reading Skill: Phonological Awareness

Lesson: - "Isolate Phonemes"

Model: Isolate the middle sound in the word shark. **Listen for the Sound:** I am going to listen for the middle sound in shark. **Say the Sound:** Now I will say the middle sound I hear in shark: /ar/. The middle sound in shark is /ar/.

Apply: Have children isolate the middle sound in the word cart. **Listen for the Sound:** Your turn! What is the middle sound in the word cart? **Say the Sound:** Now you say the middle sound you hear. /ar/ Again, /ar/. Now use the routine and have children isolate the middle sound in each word below. Correct all answers.

page, /a/(long a)

yard, /ar/

lash, /a/(short a)

carve, /ar/

shade, /a/(long a)

charge, /ar/

Reading Skill: Word Analysis

Lesson: "r-controlled vowel syllable patterns"

Teach: Remind children that every syllable has a vowel sound. Write the word star and have children read the word. Underline ar and remind students that the letters a and r work together to stand for /ar/. Explain that when words contain an r-controlled vowel, the vowel and r must stay together in the syllable.

Model: Write fish after star to spell starfish. Read the word aloud. **Say**, there are two vowel spellings in different parts of this word: ar and i. I know that a and r must stay together in the same syllable. I will try dividing the word after ar. Draw a slash between star and fish.

Frame the first syllable, star. **Say**, Now I can sound out the word one syllable at a time. The letters s and t stand for the blend /s//t/, and the letters ar stand for /ar/. I blend the sounds to say the syllable: /s/ /t/ /ar/, star. Repeat for the second syllable, fish. Then blend the syllables together.

Apply: Write the word target. **Ask**, Where should I divide the syllables? Between the r and the g. Draw a slash between the syllables. Then ask, what is the first syllable? tar. What is the second syllable? get. Guide children to blend the syllables to say the word tar-get, target.

See the practice page for Word Analysis.

***History of contributions of African-Americans (Amistad Law) (N.J.S.A. 18-A-35-4.43)**

Lesson: Read Aloud: *Amazing Grace*

I Do: Look at the covers and pictures on the title page. Talk about what you can tell about Grace's personality from these pictures. Connect to the story by asking and answering questions before reading: *Can you think of a time that you wanted to try something new and someone told you "you can't do that"? How did that make you feel and how did you respond? Did you give up or try harder to prove them wrong? We're going to read a story about a girl who didn't let those words stop her from trying.*

We Do: Read/listen to *Amazing Grace*, pausing for students to check for understanding of key details.

They Do: After reading, students think-pair-share *How did Grace work toward becoming Peter Pan? What did she focus on that mattered? What didn't matter that she could let go? Think about what you would like to be or do. How can you work toward it? What should you not spend time on?*

Activity: Discuss what it means to support and encourage each other. Talk about ways to say "good job" and "I know you can do it." Have each person make a plan to try something new and difficult this month. Listen to each others' ideas and make a plan for supporting and encouraging each other.

Accommodations/Modifications	Assessment
Special Education Students • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Utilize graphic organizers to help provide a purpose for reading and increase comprehension • Assign peer tutor • Provide clear and specific directions • Provide class notes ahead of time to	Formative • Word family word sorts (short vowels) • Phonemic Awareness exit slips • Think-Pair-Share • Thumbs up/thumbs down • Third party vendors and website such as: ○ Flipgrid ○ Kahoot Summative • Teacher Assessments created Benchmark

allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Seating arrangements to enhance teacher-student and student-student interactions and instruction

504 Students • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Utilize graphic organizers to help provide a purpose for reading and increase comprehension • Assign peer tutor • Provide clear and specific directions • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Seating arrangements to enhance teacher-student and student-student interactions and instruction

Gifted and Talented • Extension activities • Opportunities for Critical Thinking, problem Solving/Design Challenges • Technology Integration • Student Choice Activities and Student Driven Activities • Group Projects • Tiered Activities

English Language Learners • Provide clear and specific directions • Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing • Provide class notes ahead of time to allow students to preview material and increase comprehension • Provide extended time • Simplify written and verbal instructions • Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words • Use visual representations • Allow use of first language • Peer tutoring/partner work • Repeated directions • Limit number of concepts/vocabulary words

Students At Risk of School Failure • Cooperative Learning groups • Multiple intelligences to meet all types of learners • Review and make necessary IEP modifications/504 plan • Whiteboards • Flexible

- Beginning, middle and end of year

Alternative

- Third Party vendors or websites such as:
 - Kahoot
 - Learnzillion
 - Book Adventure

Grouping • Graphic Organizer • Desk-Side Conferencing • Personal Agendas • Think/Pair Share • Open-Ended Activities • Games • Multiple Level Questions • Alternative Assessment and rubrics • Flashcards • Listening Comprehension	
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Heather DeGrandis <degrandish@newegypt.us>

Document shared with you: "Plumsted Language Arts Curriculum Grade 2 (2025-2026)"

2 messages

Cheryl Marinari (via Google Docs) <drive-shares-dm-noreply@google.com>
Reply-To: Cheryl Marinari <MarinariC@newegypt.us>
To: degrandish@newegypt.us
Cc: cilmir@newegypt.us

Thu, Jul 24, 2025 at 3:03 PM

Cheryl Marinari shared a document



Cheryl Marinari (MarinariC@newegypt.us) has invited you to **edit** the following document:

Hey! Here is my Second grade ELA curriculum.

 Plumsted Language Arts Curriculum Grade 2 (2025-2026)

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Heather DeGrandis <degrandish@newegypt.us>
To: Cheryl Marinari <MarinariC@newegypt.us>

Mon, Jul 28, 2025 at 2:19 PM

This looks great, thank you!

Mrs. Heather DeGrandis
Director of Planning, Research and Evaluation
Plumsted Township School District
609-758-6800

[Quoted text hidden]