SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT

Committed to Excellence

Course Name: Reading	**Grade Level(s): 1**
BOE Adoption Date: October 2017	**Revised Date (s):**

ABSTRACT

First graders will begin the year by reinforcing their learning from kindergarten. They begin launching reading workshop and creating a community of learners. Additionally, first graders will begin building good reading habits and working collaboratively with their peers to help each other become stronger readings. Next, students will begin a study of the fiction genre. In this unit, first graders will learn the many different types of fiction stories- fantastical, magical, traditional, historical, mythological and realistic. By studying these different types of fiction, students will develop an understanding of the various forms, features, and purposes of fiction. They will begin to understand the narrative structure, story elements and themes that are associated with each type of fiction writing. Additionally, students will learn and apply specific reading skills and strategies that will help them visualize, infer characters' feelings and traits, identify the author's message and actively engage with the texts they read. After students study the genre of fiction, they move onto the genre of nonfiction. Nonfiction texts encourage students to closely observe and learn about what is around them. In this unit, first graders will be able to locate information, find answers and deepen their understanding of nonfiction topics. First graders will learn specific reading skills and strategies that will help them become strong informational text readers. Strong informational readers will be able to discover facts, identify big ideas and learn new information about the topic they are reading about. Additionally, first graders will learn a variety of ways to figure out unknown words within an informational text. All of these skills and strategies will help all readers become strong informational readers. Lastly, we end the year studying a content literacy unit and Poetry. With the adoption of the NJSLS, learning the "content" of science has become more critical. The main focus of this unit is to teach students how to build enduring understandings about content area topics by reading a variety of texts, discusses these topics and texts from multiple stances and writing from a variety of sources. Throughout the unit, first graders will not memorize facts instead they will sort through information, think about what they

learned and analyze their own and other's perspectives. Basically, the focus is on understanding a concept deeply and synthesizing key information from the texts. First graders will learn strategies for understanding the content but also learn how to observe their word through the lens of a scientists. Students will learn to question, activate their schema, search for information and summarize and synthesize their findings.

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KRSD Office of Curriculum and Instruction

Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):
1. To ensure students are college and career ready upon graduation

2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level

3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards

4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each

learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement.   Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.

2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. http://www.udlcenter.org/aboutudl

3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document. http://www.ascd.org

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. http://www.ascd.org

5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)

7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. http://www.marzanocenter.com

8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJCCCS and CCSS are noted within each unit. http://www.marzanocenter.com

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. http://www.marzanoresearch.com

10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses. http://www.state.nj.us/education/modelcurriculum/

11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the **New Jersey Student Learning Standards (NJ SLS)** and New Jersey Core Curriculum Content Standards by providing an example from which to work and/or a product for implementation. http://www.state.nj.us/education/modelcurriculum/

12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.

13. **Performance Assessment(s): (**aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true

& false, etc.).

14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. http://www.state.nj.us/njded/cccs/

   o **State: New Jersey Student Learning Standards (NJ SLS)** include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
   o **New Jersey Student Learning Standards (NJ SLS):** Standards for mathematics and English-language arts literacy are part of the Common Core State Standards (CCSS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor's Association (NGA) in partnership with other national organizations.

15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

16. **21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum. http://www.p21.org/our-work/p21-framework

Proficiencies and Pacing:
Course Name: First Grade Reading

Unit Title	Duration/Month(s)	Related Standards NJSLS:	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1: Launching Unit	September to October (September 7- October 20) 6 weeks	**RL.1.1, RL.1.2, RL.1.3**, RL.1.4, **RL.15**, RL.1.6, RL.1.7, RL.1.9 RL.1.10 RI.1.1, RI.1.2, RI.1.5, RI.1.7, RI.1.10 **SL.1.1**, **SL.1.2**, **SL.1.3**, SL.1.4, SL.1.5, **SL.1.6** L.1.4, L.1.5, L.1.6 RF.1.1, RF.1.2 W.1.5	6 weeks • Students will understand the reading behaviors, rituals and routines of the classroom. (6 weeks) • Students will understand the expectations of reading workshop. (6 weeks) • Students will be able to think about to think about texts and participate in meaningful conversations connected to the books they are sharing. (6 weeks) **Interactive Read Alouds:** 2 weeks • Students will be able to ask and answer questions about key details in a text. • Students will be able to identify words and phrases in stories or poems that suggest feelings or appeals to the senses. **Shared Reading:** (2 weeks) • Students will be able to use the pictures, illustrations and details in a story to describe characters, settings, or events. • Students will be able to describe characters, settings and major events in a story.	**Interactive Read Aloud: (2 weeks)** • Students will be able to develop an understanding of themselves as readers. • Students will understand what it means to be part of a community that values listening, sharing, learning and reading. • Students will be able to identify book parts and text features, examine their purposes, and think about what they contribute to a book's overall message. • Students will understand the reading behaviors, rituals, routines, and expectations of the classroom. • Students will be able to use strategies and remember routines when participating in conversation and discussion about the books they listen to and read. • Students will be able to make personal connections and ask questions as they read in order to develop a better understanding of texts.

			Mini-Lesson: (2 weeks) • Students will be able to explain the differences between books that tell stories and books that give information.	• Students will be able to visualize when they investigate, learn from, and practice their reading. • Students will be able to use context clues and word meaning strategies to discover the meaning of unfamiliar words. • Students will be able to learn the expectations and routines for actively participating in a reading community. **Shared Reading: (2 weeks)** • Students will be able to determine places in their environment where they can do their best thinking and reading work. • Students will be able to use story elements to help them understand what they are reading. • Students will be able to recognize character, setting, problem, and solution as fictional text elements that help them better understand what the story is mainly about. • Students will be able to act out poems by using inflection, expression, gesture, and movement in order to enhance their understanding

				of the rhythm, rhyme, meaning, and musicality of the genre of poetry. • Students will be able to use the pictures to assist them in gaining deeper meaning from the text. **Mini-Lesson: (2 weeks)** • Students will be able to self-select appropriate texts. • Students will be able to identify the different components and feature of the genres of fiction, nonfiction, and poetry. • Students will be able to record their thinking about a text and what they learn from texts they read in order to enhance their understanding. • Students will be able to share facts from their independent reading with a partner to enhance their understanding of a text. • Students will understand that in order for readers to improve and grow, they need to practice so that they can build their reading strength. • Students will be able to set goals for themselves as readers.

				• Students will be able to read a wide variety of texts and genres.

Unit Title	Duration/Month(s)	Related Standards NJSLS:	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 2: Fiction Genre Study	October through January (October 23-January 5) 8 weeks	**RL.1.1, RL.1.2, RL.1.3**, RL.1.4, RL.1.4, RL.1.5, Rl.1.6, **RL.1.7, RL.1.9, RL.1.10** --- **SL.1.1, SL.1.2**, SL.1.4, SL.1.5 L.1.4, L.1.5, **L.1.6** RF.1.1, RF.1.4 W.1.1, W.1.3	• Students will be able to participate in collaborative conversations with peers and adults in small and larger groups. (8 weeks) **Interactive Read Aloud: (3 weeks)** • Students will be able to describe characters, settings, and major event(s) in a story, using key details. • Students will be able to ask and answer questions about key details in a text. • Students will be able to use illustrations and details in a story to describe its characters, setting, or events. **Mini-Lessons (5 weeks)** • Students will be able to	**Interactive Read Aloud:** • Students will be able to discuss, define and distinguish between fiction storybooks and information books. • Students will be able to reread a text and think closely about story elements from beginning to end. • Students will understand how wordless picture books tell a detailed story, including a predictable structure and elements. • Students will be able to use their background knowledge to make predictions and understand characters and their problems. • Students will be able to notice similarities and differences

describe characters, settings, and major event(s) in a story, using key details.
- Students will be able to ask and answer questions about key details in a text.
- Students will be able to retell stories, including key details, and demonstrate understanding of their central message or lesson.

when ready different versions of a familiar text.
- Students will be able to use words and illustrations to describe the main character inside and out.
- Students will be able to infer characters' feelings, motives, and attributes by using prior knowledge and the text itself.
- Students will be able to use their background knowledge and textual evidence to make predictions.

Mini-Lessons:
- Students will be able to use their schema of genre, text structure, and content to comprehend texts.
- Students will be able to visualize who, what, when, where, and what as they read a story.
- Students will be able to generate questions as they read to deepen their understanding of the story.
- Students will be able to use different strategies to monitor and maintain meaning.
  - Infer meanings of words by picture clues, context clues and personal schema.

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				• Students will be able to reread text by reading with appropriate intonation and appropriate character voices. • Students will be able to infer character traits by paying attention to characters' words and actions. • Students will be able to identify key points in a fictional text. • Students will be able to retell stories. • Students will be able to think, reflect and write in response to texts they have read. • Students will be able to identify important messages and themes in the texts they read.

Unit Title	Duration/Month(s)	Related Standards NJSLS:	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 3: Nonfiction Genre Study	January through March (January 8-March 7) 8 weeks	--- **RI.1.1, RI.1.2**, RI.1.3 RI.1.4, **RI.1.5**, RI.1.6, RI.1.7, **RI.1.8**, RI.1.9**, RI.1.10** **SL.1.1**, **SL.1.2**, **SL.1.6**	**Interactive Read Aloud (4 weeks) :** • Students will be able to know and use various text features to locate key facts or information in a text. • Students will be able to ask	**Interactive Read Aloud:** • Students will be able to learn new information by reading and studying nonfiction texts. • Students will be able to use text features as clues to help

		L.1.1, L.1.4, **L.1.6**	and answer questions about key details in an informational text. • Students will be able to identify the main topic and retell key details of an informational text. **Mini-lessons (4 weeks)** • Students will be able to know and use various text feature to locate key facts or information in a text. • Students will be able to ask and answer questions about key details in an informational text. • Students will be able to identify the main topic and retell key details of an informational text. • Students will be able to identify the reasons an author gives to support points in a text and explain the application of this information.	them learn and understand new information. • Students will understand that readers of nonfiction need to stop, read, reread, and notice key details and new ideas that nonfiction writers include in their books. • Students will be able to use nonfiction text structure to help them find answers to questions, compare/contrast and summarize key ideas. • Students will be able to recognize the use of chronological structure when reading biographies to help them learn about history and important people. • Students will be able to monitor for meaning and use fix-up strategies while reading nonfiction text to ensure understanding of text. • Students will be able to recognize why a writer wrote his or her text. • Students will be able to uncover messages behind the topics they read about by asking questions and paying attention to the evidence and examples writers include in their books.

		W.1.2, W.1.5, W.1.8		

			Mini-Lessons:
			• Students will be able to use a table of contents to find information in a nonfiction text.
			• Students will be able to use captions and labels to help them better understand the story.
			• Students will be able to determine the meaning of unknown words by using fix-up strategies, background knowledge and context clues to help them.
			• Students will be able to better understand a story when they activate their prior knowledge and make connections.
			• Students will be able to use "who," "what," "why," "when," "where," and "how" questions to help them clarify their understanding of a text.
			• Students will understand how the genre of literary nonfiction presents real information by using literary language and a story structure.
			• Students will be able to recognize and understand the sequential structure of nonfiction.
			• Students will be able to use time lines to help gain addition

			information about the topics they are reading.
			• Students will be able to use the back of nonfiction book to glean more information about the topic they are reading about.
			• Students will be able to synthesize information in order to understand what they have learned.
			• Students will be able to identify and discuss an author's message.

Unit Title	Duration/Month(s)	Related Standards NJSLS:	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 4: Energy on the Move: Light and Sound	March through May (March 8-May 11) 8 weeks	RL.1.1, RL.1.3, RL.1.4, RL.1.5 **RI.1.1, RI.1.2, RI.1.3**, **RI.1.4**, RI.1.5, **RI.1.6**, **RI.1.7**, RI.1.8, RI.1.9, **RI.1.10** **SL.1.1**, SL.1.2, SL.1.3, SL.1.4, **SL.1.5, SL.1.6** **L.1.4, L.1.5, L.1.6** --- W.1.1, W.1.3, **W.1.7, W.1.8**	**Interactive Read Aloud (3 weeks)** • Students will be able to ask and answer questions about key details in an informational text. • Students will be able to identify the main topic and retell key details of an informational text. • Students will be able to describe the connection between two individuals, events, ideas, or pieces of information in a text.	**Interactive Read Aloud (3 weeks)** • Students will be able to ask and answer questions and compare their answers with what scientists already know about the topics. • Students will be able to use vocabulary word webs and semantic gradients to develop a deeper understanding of domain-specific words. • Students will understand that readers discover important information and facts by

			• Students will be able to ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • Students will be able to ask and answer questions to help determine or clarify the meaning of words and phrases. • Students will be able to distinguish between information provided by pictures to other illustrations and information provided by the words in a text. **Mini-Lesson (5 weeks)** • Students will be able to ask and answer questions about key details in an informational text. • Students will be able to identify the main topic and retell key details of an informational text. • Students will be able to describe the connection between two individuals, events, ideas, or pieces of information in a text. • Students will be able to use the illustrations and details in a text to describe its key ideas.	paying close attention to the features of the texts they are reading. • Students will be able to compare and contrast informational articles with literary nonfiction texts. • Students will be able to learn new facts from a variety of forms and genres of text. • Students will be able to develop understand and explanations by combining textual evidence with what they already know. • Students will be able to interpret information by recognizing and using a text structure. • Students will be able to identify the key ideas in a text and locate evidence and details to support their findings. **Mini-Lesson: (5 weeks)** • Students will be able to ask questions and locate information in a text as they monitor their understanding. • Students will be able to use a word web to figure out unknown words. • Students will be able to identify and use text feature

				to enhance their understanding.
				• Students will be able to compare and contrast different appearances of concrete poems to enhance their understanding of this topic.
				• Students will be able to draw conclusions in order to inform their research and learning.
				• Students will be able to organize what they've learned into key ideas and explain them to others in spoken and written form.
				• Students will understand the techniques that writers use when they look at and listen to the descriptive language in a text.
				• Students will understand that writers develop their narratives by suing a combination of showing and telling statements.
				• Students will be able to uncover deeper meaning from a short text by using the strategy of chunking.
				• Students will be able to use the chunking technique to compare and contrast two short articles about sound and

				synthesize what they have learned.
Unit 4: Poetry	May through June (May 14-June 1) 4 weeks	**RL.1.1,** RL.1.2, RL.1.3, **RL.1.4,** RL.1.5, **RL.1.7,** RL.1.9, **RL.1.10** RI.1.2 **SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6** L.1.1, L.1.2, **L.1.6** RF.1.1, RF.1.1a W.1.5	**Interactive Reading Aloud (1 week, 1 day)** • Students will be able to ask and answer questions about key details in a text • Students will be able to retell stories, including key details, and demonstrate understanding of their central message or lesson. • Students will be able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **Shared Reading (1 week 1 day)** • Students will be able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • Students will be able to use illustrations and details in a story to describe its characters, setting, or events.	**Interactive Read Aloud:** • Students will understand the genre of poetry. • Students will be able to recognize that rhyme is a technique that poets use in order to create patterns of rhythm, link words and ideas, or create a certain sound in their poems. • Students will understand that onomatopoeias, alliterations, and repetitions help convey the sound and tone of a poem. • Students will understand how sensory images and details enhance understanding. • Students will be able to investigate and explore the purpose and inspiration for the poems they read and use clues to help identify the big ideas. • Students will be able to ask questions and make connections to help them discover and deepen their

				Mini-Lesson (1 week3 days)	understanding of the mood and feeling of the poems they read.
				• Students will be able to retell stories, including key details, and demonstrate understanding of their central message or lesson.	**Shared Reading:**
				• Students will be able to use illustrations and details in a story to describe its characters, setting, or events.	• Students will be able to read poems with fluency and meaning by paying attention to line breaks, white space, layout and punctuation.
				• Students will be able to Identify basic similarities in and differences between two texts on the same topic	• Students will understand that rhyme is a technique that poets use to create patterns of music.
					• Students will understand that onomatopoeia is a poetic device that writers use to create sound for common actions and things in their lives.
					• Students will be able to use mental pictures to assist them with understanding the meaning of poems.
					• Students will understand that reader connect with poetry by finding themselves and their lives inside a poem.
					• Students will understand that the words poets use often engage readers in the exploration of emotions.
					Mini-Lesson:
					• Students will be able to use language to transform

			ordinary language to extraordinary language.
			• Students will be able to identify the important messages and overall themes of poems by using the elements of a story and the main idea to help them.
			• Students will be able to monitor their understanding and use fix-up strategies when parts of the poem are confusing or unclear to them.
			• Students will be able to use illustrations, text features, and layout to help them understand what they are reading.
			• Students will be able to combine what they have read with their own personal ideas, questions and reflections in order to synthesize, draw conclusions and develop a deeper understanding of the themes of the poem.
			• Students will be able to recognize a Haiku and think about its impact on the understanding or main idea of poems.

Unit 1: Launching Unit	Recommended Duration: September through October: 6 weeks

The Launching Unit provides models for many reading behaviors, rituals and routines for establishing a reading workshop model. The fundamental expectations for establishing reading workshop are active listening, thinking, engagements and participation. It is vital to establish a community that fosters these behaviors within the classroom. These behaviors will help your young readers develop and grow as readers and writers.

Students will be immersed in interactive read alouds, shared reading lessons and mini-lessons that will focus students thinking, discussions and writing on making meaningful connects to the books they are reading and sharing with others.

Essential Questions	Enduring Understandings
1. What do strong reader do during Reading Workshop? 2. How can I make reading a big part of my life? 3. Why should we set individual goals when reading? 4. How can I choose just-right books? Why is choosing just-right books important? 5. How can I get better at checking my understanding of what I read? 6. How can I use my conversation with a partner to help me make sure that I understand my reading well enough to summarize it?	1. Living a reading life means I read proficiently, accurately, and fluently with books of my choice that I can share with others to show my understanding of the story. 2. Setting goals and reading consistently are important to become a better reader. 3. Strong readers have fix-up and self-monitoring strategies to ensure that reading is the best that it can be. 4. Collaboration and building ideas among a community of readers deepens our understanding of a text.

Relevant Standards	Learning Goals	Learning Objectives
RL.1.1. Ask and answer questions about key details in a text. **RL.1.2-.Retell stories, including key details, and demonstrate understanding of their central message or lesson.** **RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.** RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5. Explain major differences between books	6 weeks • Students will understand the reading behaviors, rituals and routines of the classroom. (6 weeks) • Students will understand the expectations of reading workshop. (6 weeks) • Students will be able to think about to think about texts and participate in meaningful conversations connected to the books they are sharing. (6 weeks) **Interactive Read Alouds:** (2 weeks)	**Interactive Read Alouds: (2 weeks)** • Students will be able to develop an understanding of themselves as readers. • Students will understand what it means to be part of a community that values listening, sharing, learning and reading. • Students will be able to identify book parts and text features, examine their purposes, and think about what they contribute to a book's overall message.

Relevant Standards	Learning Goals	Learning Objectives
that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.6 -Identify who is telling the story at various points in a text. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. RI.1.1. Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details of a text. RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.7. Use the illustrations and details in a text to describe its key ideas. RI.1.10. With prompting and support, read informational texts at grade level text complexity or above. RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a	• Students will be able to ask and answer questions about key details in a text. • Students will be able to identify words and phrases in stories or poems that suggest feelings or appeals to the senses. **Shared Reading:** (2 weeks) • Students will be able to use the pictures, illustrations and details in a story to describe characters, settings, or events. • Students will be able to describe characters, settings and major events in a story. **Mini-Lesson: (2 weeks)** • Students will be able to explain the differences between books that tell stories and books that give information. • Students will be able to actively engage in group reading activities with purpose and understanding.	• Students will understand the reading behaviors, rituals, routines, and expectations of the classroom. • Students will be able to use strategies and remember routines when participating in conversation and discussion about the books they listen to and read. • Students will be able to make personal connections and ask questions as they read in order to develop a better understanding of texts. • Students will be able to visualize when they investigate, learn from, and practice their reading. • Students will be able to use context clues and word meaning strategies to discover the meaning of unfamiliar words. • Students will be able to learn the expectations and routines for actively participating in a reading community. **Shared Reading: (2 weeks)** • Students will be able to determine places in their environment where they can do their best thinking and reading work. • Students will be able to use story elements to help them understand what they are reading. • Students will be able to recognize character, setting, problem, and solution as fictional text elements that help them better understand what the story is mainly about. • Students will be able to act out poems by using inflection, expression, gesture, and

Relevant Standards	Learning Goals	Learning Objectives
vowel sound to determine the number of syllables in a printed word. W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. **SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.** **SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.** **SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.** SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **SL.1.6. Produce complete sentences when appropriate to task and situation.**		movement in order to enhance their understanding of the rhythm, rhyme, meaning, and musicality of the genre of poetry. • Students will be able to use the pictures to assist them in gaining deeper meaning from the text. **Mini-Lesson: (2 weeks)** • Students will be able to self-select appropriate texts. • Students will be able to identify the different components and feature of the genres of fiction, nonfiction, and poetry. • Students will be able to record their thinking about a text and what they learn from texts they read in order to enhance their understanding. • Students will be able to share facts from their independent reading with a partner to enhance their understanding of a text. • Students will understand that in order for readers to improve and grow, they need to practice so that they can build their reading strength. • Students will be able to set goals for themselves as readers. • Students will be able to read a wide variety of texts and genres.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)

• Anecdotal notes during whole group, small group and individual conferences
   o Choosing good fit books
   o Sharing strategies
   o Turn and talk
• Reading responses within reader's notebooks
• Stop and Jots
• Reading Conferences
• Reading Life Survey
• Reading Goals tracking sheet
• Graphic organizers
• Checklist of student reading behaviors
• Reading Logs
• Running Records (other than F&P Benchmarks)
	• Common Summative Assessments
	• Open-Ended Responses to Literature
	• Benchmark Assessments
		• Performance based assessment from the teachers college of reading and writing
		   • <u>Performance Based Assessment</u>
		   • <u>Rubric for Performance Based Assessment</u>
			• Reading responses held within a readers notebook
			• Stop and jots
			• Reading Goal Tracking Sheets

Possible Assessment Modifications /Accommodations			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
Accommodations • Frequent rest breaks • Additional time • Choice of test format (multiple-choice, short answer, fill in the blank, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Test in alternative site • Use of word processor • Allow for re-dos/retakes • Chunk long-term assignments • Clarify test directions, read test questions • Eliminate redundant test questions **Modifications (as per IEPs)** • Oral testing • Answers to be dictated • Read test passages aloud (for comprehension assessment) • Shortened assessment	• Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Clarify test directions, read test questions • Read test passages aloud (for comprehension assessment)	• Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Pace long-term projects • Chunk long-term assignments • Clarify test directions, read test questions • Order test items from least complex to most complex	• Vary test formats • Increased rigor of assessments

Instructional Strategies
• Graphic Organizers for the writing process • Graphic Organizers for reading comprehension • Stop and Think during interactive read alouds • Scaffolding

Instructional Strategies
- Modeling/Think Alouds   - Direct Instruction   - Gradual release of responsibility (I do, we do, you do)   - Interactive read-alouds   - Mini-lessons/ guided practice   - Teacher- student conferencing   - Small group instruction

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
Accommodations - Large print textbooks - Additional time for assignments - Review of directions - Review sessions - Use of mnemonics - Have student restate information - Provision of notes or outlines - Concrete examples - Support auditory presentations with visuals - Use of a study carrel - Assistance in maintaining uncluttered space - Peer or scribe note--- taking - Space for movement or breaks - Extra visual and verbal cues and prompts - Books on tape - Graphic organizers - Quiet corner or room to calm down and relax when anxious - Preferential seating	- Review of directions - Review sessions - Use of mnemonics - Have student restate information - Concrete examples - Support auditory presentations with visuals - Extra visual and verbal cues and prompts - Books on tape - Graphic organizers - Answers to be dictated - Hands---on activities - Work---in---progress check - Personalized examples - No penalty for spelling errors	- Additional time for assignments - Review of directions - Review sessions - Use of mnemonics - Have student restate information - Provision of notes or outlines - Concrete examples - Support auditory presentations with visuals - Use of a study carrel - Assistance in maintaining uncluttered space - Peer or scribe note--- taking - Space for movement or breaks - Extra visual and verbal cues and prompts - Books on tape - Graphic organizers - Preferential seating - Reduction of distractions - Answers to be dictated - Hands---on activities	- Alternate assignments/ enrichment assignments - Provide texts at higher reading level - Extension activities - Pairing direct instruction w/coaching to promote self-directed learning

- Reduction of distractions - Answers to be dictated - Hands---on activities - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Work---in---progress check - Personalized examples - No penalty for spelling errors or sloppy handwriting - Reduce words on a page **Modifications** - No penalty for spelling errors (if assessing writing conventions) - Alternate learning goals/objectives - Change level of difficulty/complexity - Read passages aloud (if working on reading comprehension) - Shortening assignment (if altering the complexity/rigor of the assignment) - Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) - Reworded questions/problems in simpler language (changing rigor)		- Follow a routine/schedule - Teach time management skills - Rest breaks - Verbal and visual cues regarding directions and staying on task - Agenda book and checklists - Adjusted assignment timelines - Varied reinforcement procedures - Work---in---progress check - Personalized examples - No penalty for spelling errors or sloppy handwriting	

• Highlighting important words or phrases in reading assignments • Modified rubrics			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
List interdisciplinary standards indicating the following: • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration Standards are listed ad NJ SLS Standards and description are included	Technology • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration**	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams • Through flexible small group work and discussion, students will learn

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
		Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.	the rules for working with others.

Resources

Texts/Materials:

Schoolwide Reading Fundamentals Units of Study and all corresponding mentor texts

Lucy Caulkins Writing Units of Study and all corresponding mentor texts

Materials:
- Chart paper, markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- Leveled readers for independent readers
- whiteboard/screen to display texts

Major Assignments (required):
- Unit Quizzes
- Common Summative Assessment
- On- Demand writing prompt

Major Activities (required):
- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals

Unit 2: Fiction Genre Study	Recommended Duration: October through January

Unit Description:
In this unit, first graders will learn the many different types of fiction stories- fantastical, magical, traditional, historical, mythological and realistic. By studying these different types of fiction, students will develop an understanding of the various forms, features, and purposes of fiction. They will begin to understand the narrative structure, story elements and themes that are associated with each type of fiction writing. Additionally, students will learn and apply specific reading skills and strategies that will help them visualize, infer characters' feelings and traits, identify the author's message and actively engage with the texts they read.

Essential Questions	Enduring Understandings
- What are the different types and structures of fiction? - What are the common story elements in fictional texts? - How does understanding the structure of a genre help us to better comprehend what we read? - What are common themes associated with each type of fiction writing. - How can I make sure that I get to know the characters in my book? - Noticing who they are, what they do, how they act, how they feel and what they learn? - How does visualizing the who, what, when, where and what help me understand the story? - How does my personal schema help me make predictions and connections with the text?	- Fiction follows a predictable structure that helps in comprehending what is read. - Readers utilize strategies to self-assess their level of understanding. - Readers analyze information gathered about a character in order to make inferences or predictions about characters in a story. . - Readers pay close attention to the words authors use to visualize and read the book the way the author intended it to be read.

Relevant Standards	Learning Goals	Learning Objectives
RL.1.1. Ask and answer questions about key details in a text. **RL.1.2-.Retell stories, including key details, and demonstrate understanding of their central message or lesson.** **RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.** RL.1.4. Identify words and phrases in stories or	- Students will be able to participate in collaborative conversations with peers and adults in small and larger groups. (8 weeks) **Interactive Read Alouds: (3 weeks)** - Students will be able to describe	**Interactive Read Alouds:** - Students will be able to discuss, define and distinguish between fiction storybooks and information books. - Students will be able to reread a text and think closely about story elements from beginning to end.

Relevant Standards	Learning Goals	Learning Objectives
poems that suggest feelings or appeal to the senses. RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.6 -Identify who is telling the story at various points in a text. **RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.** **RL.1.9. Compare and contrast the adventures and experiences of characters in stories.** **RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.** RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. RF.1.4. Read with sufficient accuracy and fluency to support comprehension. **SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.** **SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.** SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	characters, settings, and major event(s) in a story, using key details. • Students will be able to ask and answer questions about key details in a text. • Students will be able to use illustrations and details in a story to describe its characters, setting, or events. **Mini-Lessons (5 weeks)** • Students will be able to describe characters, settings, and major event(s) in a story, using key details. • Students will be able to ask and answer questions about key details in a text. • Students will be able to retell stories, including key details, and demonstrate understanding of their central message or lesson.	• Students will understand how wordless picture books tell a detailed story, including a predictable structure and elements. • Students will be able to use their background knowledge to make predictions and understand characters and their problems. • Students will be able to notice similarities and differences when ready different versions of a familiar text. • Students will be able to use words and illustrations to describe the main character inside and out. • Students will be able to infer characters' feelings, motives, and attributes by using prior knowledge and the text itself. • Students will be able to use their background knowledge and textual evidence to make predictions. **Mini-Lessons:** • Students will be able to use their schema of genre, text structure, and content to comprehend texts. • Students will be able to visualize who, what, when, where, and what as they read a story. • Students will be able to generate questions as they read to deepen their understanding of the story. • Students will be able to use different strategies to monitor and maintain meaning. o Infer meanings of words by picture clues, context clues and personal schema.

Relevant Standards	Learning Goals	Learning Objectives
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. L.1.5. Demonstrate understanding of word relationships and nuances in word meanings. **L.1.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression**. W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		• Students will be able to reread text by reading with appropriate intonation and appropriate character voices. • Students will be able to infer character traits by paying attention to characters' words and actions. • Students will be able to identify key points in a fictional text. • Students will be able to retell stories. • Students will be able to think, reflect and write in response to texts they have read. • Students will be able to identify important messages and themes in the texts they read.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
• Anecdotal notes during whole group, small group and individual conferences • Student performance checklist • Reading responses within reader's notebooks • Stop and Jots • Reading Conferences • Reading Life Survey • Reading Goals tracking sheet • Graphic organizers • Checklist of student reading behaviors • Reading Logs • Running Records (other than F&P Benchmarks)	• Common Summative Assessments • Open-Ended Responses to Literature • Benchmark Assessments	•	• Reading responses held within a readers notebook • Stop and jots • Reading Goal Tracking Sheets

Possible Assessment Modifications /Accommodations			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
Accommodations • Frequent rest breaks • Additional time • Choice of test format (multiple-choice, short answer, fill in the blank, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Test in alternative site • Use of word processor	• Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Clarify test directions, read test questions • Read test passages aloud (for comprehension assessment)	• Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Pace long-term projects • Chunk long-term assignments • Clarify test directions, read test questions • Order test items from least complex to most complex	• Vary test formats • Increased rigor of assessments

• Allow for re-dos/retakes • Chunk long-term assignments • Clarify test directions, read test questions • Eliminate redundant test questions **Modifications (as per IEPs)** • Oral testing • Answers to be dictated • Read test passages aloud (for comprehension assessment) • Shortened assessment			

Instructional Strategies
• Graphic Organizers for the writing process • Graphic Organizers for reading comprehension • Stop and Think during interactive read alouds • Scaffolding • Modeling/Think Alouds • Direct Instruction • Gradual release of responsibility (I do, we do, you do) • Interactive read-alouds • Mini-lessons/ guided practice • Teacher- student conferencing • Small group instruction

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
Accommodations • Large print textbooks • Additional time for assignments • Review of directions • Review sessions	• Review of directions • Review sessions • Use of mnemonics • Have student restate information	• Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information	• Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities

• Use of mnemonics
• Have student restate information
• Provision of notes or outlines
• Concrete examples
• Support auditory presentations with visuals
• Use of a study carrel
• Assistance in maintaining uncluttered space
• Peer or scribe note--- taking
• Space for movement or breaks
• Extra visual and verbal cues and prompts
• Books on tape
• Graphic organizers
• Quiet corner or room to calm down and relax when anxious
• Preferential seating
• Reduction of distractions
• Answers to be dictated
• Hands---on activities
• Follow a routine/schedule
• Rest breaks
• Verbal and visual cues regarding directions and staying on task
• Work---in---progress check
• Personalized examples
• No penalty for spelling errors or sloppy handwriting
• Reduce words on a page
Modifications
  • No penalty for spelling errors (if assessing writing conventions)
  • Alternate learning goals/objectives
	• Concrete examples
	• Support auditory presentations with visuals
	• Extra visual and verbal cues and prompts
	• Books on tape
	• Graphic organizers
	• Answers to be dictated
	• Hands---on activities
	• Work---in---progress check
	• Personalized examples
	• No penalty for spelling errors
		• Provision of notes or outlines
		• Concrete examples
		• Support auditory presentations with visuals
		• Use of a study carrel
		• Assistance in maintaining uncluttered space
		• Peer or scribe note--- taking
		• Space for movement or breaks
		• Extra visual and verbal cues and prompts
		• Books on tape
		• Graphic organizers
		• Preferential seating
		• Reduction of distractions
		• Answers to be dictated
		• Hands---on activities
		• Follow a routine/schedule
		• Teach time management skills
		• Rest breaks
		• Verbal and visual cues regarding directions and staying on task
		• Agenda book and checklists
		• Adjusted assignment timelines
		• Varied reinforcement procedures
		• Work---in---progress check
		• Personalized examples
		• No penalty for spelling errors or sloppy handwriting
			• Pairing direct instruction w/coaching to promote self-directed learning

- Change level of difficulty/complexity
- Read passages aloud (if working on reading comprehension)
- Shortening assignment (if altering the complexity/rigor of the assignment)
- Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards)
- Reworded questions/problems in simpler language (changing rigor)
- Highlighting important words or phrases in reading assignments
- Modified rubrics

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
List interdisciplinary standards indicating the following: - Technology - Career ready practices - Financial literacy - Subject specific interdisciplinary - Career exploration Standards are listed ad NJ SLS Standards and description are included	Technology - Student use of Chromebooks/ computers for writing - Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives - Students will participate in small group work and discussion responding to	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives - Students will participate in small group work and discussion responding to texts, as well as responding to texts through

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
		texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.	written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing - Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams - Through flexible small group work and discussion, students will learn the rules for working with others.

Resources
Texts/Materials: Schoolwide Reading Fundamentals Units of Study and all corresponding mentor texts Lucy Caulkins Writing Units of Study and all corresponding mentor texts **Materials:**   - Chart paper, markers for Anchor Charts   - Student reading notebooks

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Resources
- Index cards for word walls   - Index cards for teaching stop and jot strategies   - Individual book bags/ boxes   - Classroom library organized by genre   - Leveled readers for independent readers   - whiteboard/screen to display texts   **Major Assignments (required):**   - Unit Quizzes   - Common Summative Assessment   - On- Demand writing prompt   **Major Activities (required):**   - Interactive Read Alouds   - Mini-lessons   - Reading Response Journals

Unit 3: Nonfiction Genre Study	Recommended Duration:

Unit Description:
Nonfiction texts encourage students to closely observe and learn about what is around them. In this unit, first graders will be able to locate information, find answers and deepen their understanding of nonfiction topics. First graders will learn specific reading skills and strategies that will help them become strong informational text readers. Strong informational readers will be able to discover facts, identify big ideas and learn new information about the topic they are reading about. Additionally, first graders will learn a variety of ways to figure out unknown words within an informational text. All of these skills and strategies will help all readers become strong informational readers.

Essential Questions	Enduring Understandings
- What reading strategies can be used for expository nonfiction and narrative nonfiction? - What are the structures and features of nonfiction texts? - How can text features help us gain a better understanding of the content? - How do readers determine importance in nonfiction texts? - How do we analyze unknown words to determine their meaning? - What does it mean to read in an "expert" voice and "literary" voice?	- Readers determine importance in expository texts by understanding how to read this type of text. - Readers synthesize and grow ideas when reading narrative nonfiction. - Strong readers use both the words and visual elements to enhance understanding of a text. - Strong readers use multiple strategies to figure out unknown words and aid in comprehension.

Relevant Standards	Learning Goals	Learning Objectives
RI.1.1. Ask and answer questions about key details in a text. **RI.1.2. Identify the main topic and retell key details of a text.** RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4. Ask and answer questions to help	**Interactive Read Aloud (4 weeks) :** - Students will be able to know and use various text features to locate key facts or information in a text. - Students will be able to ask and answer questions about key details in an informational text. - Students will be able to identify the main	**Interactive Read Aloud:** - Students will be able to learn new information by reading and studying nonfiction texts. - Students will be able to use text features as clues to help them learn and understand new information.

Relevant Standards	Learning Goals	Learning Objectives
determine or clarify the meaning of words and phrases in a text. **RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.** RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text RI.1.7. Use the illustrations and details in a text to describe its key ideas. **RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.** RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) **RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.** **SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.** **SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.** **SL.1.6. Produce complete sentences when appropriate to task and situation.**	topic and retell key details of an informational text. **Mini-lessons (4 weeks)** • Students will be able to know and use various text feature to locate key facts or information in a text. • Students will be able to ask and answer questions about key details in an informational text. • Students will be able to identify the main topic and retell key details of an informational text. Students will be able to identify the reasons an author gives to support points in a text and explain the application of this information.	• Students will understand that readers of nonfiction need to stop, read, reread, and notice key details and new ideas that nonfiction writers include in their books. • Students will be able to use nonfiction text structure to help them find answers to questions, compare/contrast and summarize key ideas. • Students will be able to recognize the use of chronological structure when reading biographies to help them learn about history and important people. • Students will be able to monitor for meaning and use fix-up strategies while reading nonfiction text to ensure understanding of text. • Students will be able to recognize why a writer wrote his or her text. • Students will be able to uncover messages behind the topics they read about by asking questions and paying attention to the evidence and examples writers include in their books. **Mini-Lessons:** • Students will be able to use a table of contents to find information in a nonfiction text. • Students will be able to use captions and labels to help them better understand the story. • Students will be able to determine the meaning of unknown words by using fix-up

Relevant Standards	Learning Goals	Learning Objectives
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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. **L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).** W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		strategies, background knowledge and context clues to help them. • Students will be able to better understand a story when they activate their prior knowledge and make connections. • Students will be able to use "who," "what," "why," "when," "where," and "how" questions to help them clarify their understanding of a text. • Students will understand how the genre of literary nonfiction presents real information by using literary language and a story structure. • Students will be able to recognize and understand the sequential structure of nonfiction. • Students will be able to use time lines to help gain addition information about the topics they are reading. • Students will be able to use the back of nonfiction book to glean more information about the topic they are reading about. • Students will be able to synthesize information in order to understand what they have learned. • Students will be able to identify and discuss an author's message.

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
• Anecdotal notes during whole group, small group and individual conferences • Student performance checklist • Reading responses within reader's notebooks • Exit Tickets • Stop and Jots • Reading Conferences • Reading Life Survey • Reading Goals tracking sheet • Graphic organizers • Checklist of student reading behaviors • Reading Logs • Running Records (other than F&P Benchmarks)	• Common Summative Assessments • Open-Ended Responses to Literature • Benchmark Assessments	•	• Reading responses held within a readers notebook • Stop and jots • Reading Goal Tracking Sheets

Possible Assessment Modifications /Accommodations			
Special Education Learners	English Language Learners	At-Risk Students	Gifted Students
Accommodations • Frequent rest breaks • Additional time • Choice of test format (multiple-choice, short answer, fill in the blank, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions	• Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Clarify test directions, read test questions • Read test passages aloud (for comprehension assessment)	• Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Highlight key directions • Pace long-term projects • Chunk long-term assignments • Clarify test directions, read test questions	• Vary test formats • Increased rigor of assessments

		Order test items from least complex to most complex	
• Test in alternative site • Use of word processor • Allow for re-dos/retakes • Chunk long-term assignments • Clarify test directions, read test questions • Eliminate redundant test questions **Modifications (as per IEPs)** • Oral testing • Answers to be dictated • Read test passages aloud (for comprehension assessment) • Shortened assessment			

Instructional Strategies

- Graphic Organizers for the writing process
- Graphic Organizers for reading comprehension
- Stop and Think during interactive read alouds
- Scaffolding
- Modeling/Think Alouds
- Direct Instruction
- Gradual release of responsibility (I do, we do, you do)
- Interactive read-alouds
- Mini-lessons/ guided practice
- Teacher- student conferencing
- Small group instruction

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
Accommodations • Large print textbooks	• Review of directions	• Additional time for assignments	• Alternate assignments/

• Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting • Reduce words on a page **Modifications**	• Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors	• Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting	enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

• No penalty for spelling errors (if assessing writing conventions) • Alternate learning goals/objectives • Change level of difficulty/complexity • Read passages aloud (if working on reading comprehension) • Shortening assignment (if altering the complexity/rigor of the assignment) • Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards) • Reworded questions/problems in simpler language (changing rigor) • Highlighting important words or phrases in reading assignments • Modified rubrics			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
List interdisciplinary standards indicating the following: • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration Standards are listed ad NJ SLS Standards and description are included	Technology • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams • Through flexible small group work and discussion, students will learn the rules for working with others.

Resources

Texts/Materials:

Schoolwide Reading Fundamentals Units of Study and all corresponding mentor texts

Lucy Caulkins Writing Units of Study and all corresponding mentor texts

Materials:
- Chart paper, markers for Anchor Charts
- Student reading notebooks
- Index cards for word walls
- Index cards for teaching stop and jot strategies
- Individual book bags/ boxes
- Classroom library organized by genre
- Leveled readers for independent readers
- whiteboard/screen to display texts

Major Assignments (required):
- Unit Quizzes
- Common Summative Assessment
- On- Demand writing prompt

Major Activities (required):
- Interactive Read Alouds
- Mini-lessons
- Reading Response Journals

Unit 4: Energy On The Move: Light and Sound/Poetry	Recommended Duration: 8 weeks (March 8-May 11)/ 4 weeks (May 14-June 1)

Unit Description: Energy on the Move: Light and Sound

With the adoption of the NJSLS, learning the "content" of science has become more critical. The main focus of this unit is to teach students how to build enduring understandings about content area topics by reading a variety of texts, discusses these topics and texts from multiple stances and writing from a variety of sources. Throughout the unit, first graders will not memorize facts instead they will sort through information, think about what they learned and analyze their own and other's perspectives. Basically, the focus is on understanding a concept deeply and synthesizing key information from the texts.

First graders will learn strategies for understanding the content but also learn how to observe their word through the lens of a scientists. Students will learn to question, activate their schema, search for information and summarize and synthesize their findings.

Unit Description: Poetry

Poetry is a genre that emphasizes the function of language. Students will learn literary devices such as the use of rhyme, imagery and figurative language to change ordinary words into extraordinary words. Throughout this unit, students will read poems to understand, interpret, appreciate and enjoy the genre of poetry. Students will learn different forms of poetry such as free verse, rhymes, haiku, and odes. Students will learn specific reading skills and strategies that will help them understand the meaning of poems. Additionally, students will learn strategies that strong readers use when reading poetry that will allow them to read unfamiliar text, infer meaning and build a deeper understanding of the messages, moods, images, and feelings that are found in poems.

Essential Questions	Enduring Understandings
Energy on the Move: Light and Sound • How can the knowledge of the genre, text structure, and text features of content literacy help me better understand the story? • How does observing the world through the lens of a scientists help me better understand the story? • Which strategies can I apply to define and apply challenging academic and domain-specific vocabulary while reading, discussing, and writing? • Which strategies can I apply to deepen my understanding of the story? **Poetry** • How can the knowledge of the organization of a poem help me interpret a poems meaning? • How does analyzing literary elements of a poem help me better understand the poem?	• Observing the world through the lens of a scientist means questions, activating schema, searching for information and summarizing and synthesizing information while reading a text. • Poetry allows readers to create new and surprising images while also uncovering meaning and exploring emotions. • Poems are the perfect vehicle for young children to make connections, think deeply, and analyze literature for purpose and message.

- Which strategies can I apply to interpret words and phrases that are used in a poem?
- How can I synthesize information from a poem to uncover themes and big ideas?

Relevant Standards	Learning Goals	Learning Objectives
Energy on the Move: Light and Sound RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **RI.1.1. Ask and answer questions about key details in a text.** **RI.1.2. Identify the main topic and retell key details of a text.** **RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of**	**Energy on the Move: Light and Sound** **Interactive Read Aloud (3 weeks)** - Students will be able to ask and answer questions about key details in an informational text. - Students will be able to identify the main topic and retell key details of an informational text. - Students will be able to describe the connection between two individuals, events, ideas, or pieces of information in a text. - Students will be able to ask and answer questions to help determine or clarify the meaning of words and phrases in a text. - Students will be able to ask and answer questions to help determine or clarify the meaning of words and phrases. - Students will be able to distinguish between information provided by pictures to other illustrations and information	**Energy on the Move: Light and Sound** **Interactive Read Aloud (3 weeks)** - Students will be able to ask and answer questions and compare their answers with what scientists already know about the topics. - Students will be able to use vocabulary word webs and semantic gradients to develop a deeper understanding of domain-specific words. - Students will understand that readers discover important information and facts by paying close attention to the features of the texts they are reading. - Students will be able to compare and contrast informational articles with literary nonfiction texts. - Students will be able to learn new facts from a variety of forms and genres of text. - Students will be able to develop understand and explanations by combining textual evidence with what they already know.

information in a text.
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7. Use the illustrations and details in a text to describe its key ideas.
RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not

provided by the words in a text.
Mini-Lesson (5 weeks)
- Students will be able to ask and answer questions about key details in an informational text.
- Students will be able to identify the main topic and retell key details of an informational text.
- Students will be able to describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Students will be able to use the illustrations and details in a text to describe its key ideas.

- Students will be able to interpret information by recognizing and using a text structure.
- Students will be able to identify the key ideas in a text and locate evidence and details to support their findings.

Mini-Lesson: (5 weeks)
- Students will be able to ask questions and locate information in a text as they monitor their understanding.
- Students will be able to use a word web to figure out unknown words.
- Students will be able to identify and use text feature to enhance their understanding.
- Students will be able to compare and contrast different appearances of concrete poems to enhance their understanding of this topic.
- Students will be able to draw conclusions in order to inform their research and learning.
- Students will be able to organize what they've learned into key ideas and explain them to others in spoken and written form.
- Students will understand the techniques that writers use when they look at and listen to the descriptive language in a text.
- Students will understand that writers develop their narratives by suing a combination of showing and telling statements.
- Students will be able to uncover deeper meaning from a short text by using the strategy of chunking.
- Students will be able to use the chunking technique to compare and contrast two short articles about sound and synthesize what they have learned.

understood.

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

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

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

L.1.4. 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.

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

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

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

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.7. Participate in shared research and

Poetry

Interactive Reading Aloud (1 week, 1 day)
- Students will be able to ask and answer questions about key details in a text
- Students will be able to retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Students will be able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Shared Reading (1 week 1 day)
- Students will be able to identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Students will be able to use illustrations and details in a story to describe its characters, setting, or events.

Mini-Lesson (1 week3 days)
- Students will be able to retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Students will be able to use illustrations and details in a story to describe its characters, setting, or events.
- Students will be able to Identify basic similarities in and differences between two texts on the same topic

Poetry

Interactive Read Aloud:
- Students will understand the genre of poetry.
- Students will be able to recognize that rhyme is a technique that poets use in order to create patterns of rhythm, link words and ideas, or create a certain sound in their poems.
- Students will understand that onomatopoeias, alliterations, and repetitions help convey the sound and tone of a poem.
- Students will understand how sensory images and details enhance understanding.
- Students will be able to investigate and explore the purpose and inspiration for the poems they read and use clues to help identify the big ideas.
- Students will be able to ask questions and make connections to help them discover and deepen their understanding of the mood and feeling of the poems they read.

Shared Reading:
- Students will be able to read poems with fluency and meaning by paying attention to line breaks, white space, layout and punctuation.
- Students will understand that rhyme is a technique that poets use to create patterns of music.
- Students will understand that onomatopoeia is a poetic device that writers use to create sound for common actions and things in their lives.

writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). **W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question**. **Poetry** **RL.1.1. Ask and answer questions about key details in a text.** RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. **RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses**. RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.** RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. RI.1.2. Identify the main topic and retell key details of a text. **SL.1.1. Participate in collaborative conversations with diverse partners about**		• Students will be able to use mental pictures to assist them with understanding the meaning of poems. • Students will understand that reader connect with poetry by finding themselves and their lives inside a poem. • Students will understand that the words poets use often engage readers in the exploration of emotions. **Mini-Lesson:** • Students will be able to use language to transform ordinary language to extraordinary language. • Students will be able to identify the important messages and overall themes of poems by using the elements of a story and the main idea to help them. • Students will be able to monitor their understanding and use fix-up strategies when parts of the poem are confusing or unclear to them. • Students will be able to use illustrations, text features, and layout to help them understand what they are reading. • Students will be able to combine what they have read with their own personal ideas, questions and reflections in order to synthesize, draw conclusions and develop a deeper understanding of the themes of the poem. • Students will be able to recognize a Haiku and think about its impact on the understanding or main idea of poems.

grade 1 topics and texts **with peers and adults in small and larger groups.** **SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.** **SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.** **SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.** **SL.1.6. Produce complete sentences when appropriate to task and situation.** L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).** RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. <blockquote>A. Recognize the distinguishing features of a sentence (e.g., first</blockquote>		

word, capitalization,
ending punctuation).

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

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
• Anecdotal notes during whole group, small group and individual conferences • Student performance checklist • Reading responses within reader's notebooks • Exit Tickets • Stop and Jots • Graphic Organizers • Reading Conferences • Reading Life Survey • Reading Goals tracking sheet • Graphic organizers • Checklist of student reading behaviors • Reading Logs • Running Records (other than F&P Benchmarks)	• Common Summative Assessments • Open-Ended Responses to Literature • Benchmark Assessments	•	• Reading responses held within a readers notebook • Stop and jots • Reading Goal Tracking Sheets

Possible Instructional Modifications (Modifications/Accommodations/Differentiation)			
Special Education Learners	**English Language Learners**	**At-Risk Students**	**Gifted Students**
Accommodations • Large print textbooks • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Quiet corner or room to calm down and relax when anxious • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Rest breaks • Verbal and visual cues regarding directions and staying on task • Work---in---progress check • Personalized examples	• Review of directions • Review sessions • Use of mnemonics • Have student restate information • Concrete examples • Support auditory presentations with visuals • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Answers to be dictated • Hands---on activities • Work---in---progress check • Personalized examples • No penalty for spelling errors	• Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note--- taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Hands---on activities • Follow a routine/schedule • Teach time management skills • Rest breaks • Verbal and visual cues regarding directions and staying on task • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work---in---progress check • Personalized examples	• Alternate assignments/ enrichment assignments • Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self-directed learning

• No penalty for spelling errors or sloppy handwriting
• Reduce words on a page
Modifications
   • No penalty for spelling errors (if assessing writing conventions)
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     • Shortening assignment (if altering the complexity/rigor of the assignment)
     • Use of alternative books or materials on the topic being studied (outside of curriculum/grade---level standards)
     • Reworded questions/problems in simpler language (changing rigor)
     • Highlighting important words or phrases in reading assignments
     • Modified rubrics
		• No penalty for spelling errors or sloppy handwriting	

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
List interdisciplinary standards indicating the following: • Technology • Career ready practices • Financial literacy • Subject specific interdisciplinary • Career exploration Standards are listed ad NJ SLS Standards and description are included	Technology • Student use of Chromebooks/ computers for writing • Use of interactive whiteboard to display texts or anchor charts, read/ listen to interactive texts,	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams Through flexible small group work and discussion, students will learn the rules for working with others.	**Creativity & Innovation-** Demonstrating originality and inventiveness in work; Developing, implementing, and communication new ideas to others; Being open and responsive to new and diverse perspectives • Students will participate in small group work and discussion responding to texts, as well as responding to texts through written expression **Information & Communication-** Articulating thoughts and ideas clearly and effectively through speaking and writing • Students will learn the expectations and routines for actively participating in a reading community. Students will learn how to participate in collaborative conversations about texts and follow agreed-upon rules for discussions **Communication & Collaboration** Demonstrate the ability to work with diverse teams • Through flexible small group work and discussion, students will learn the rules for working with others.

Resources

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