

NEPTUNE CITY SCHOOL DISTRICT

English Language Arts Curriculum 1st Grade



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

ENGLISH LANGUAGE ARTS

CURRICULUM

1ST GRADE

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Unit Plan Title	Unit 1
Suggested Time Frame	5 Weeks

Overview / Rationale

This unit serves as an introduction to what the students will be learning the new procedures and the structure inside their literacy learning block. Students will learn how to sit in a whole group lesson, how to participate in independent reading time, learn the structure of learning centers, as well as how to work in a small group and work independently. Embedded into this unit, students are reviewing key phonics skills learned in kindergarten such as consonant sounds, short vowel sounds, blending and segmenting CVC words, beginning blends, fluency, comprehension, and basic sentence structure. They are also working on comprehension skills, such as understanding what key details are and how to find them in the text, as well as understand and locate story elements in familiar and new stories. This unit, and these stories that we read throughout it, are tightly tied to our first social studies unit that focuses on rules, laws, and community/government roles. Students will explore how to make connections between various texts, to their classroom, as well as the world around them when they are reading their students and exploring new classroom procedures.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- L.WF.1.3. Demonstrate command and use of the conventions of writing

- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- RL.CR.1.1. Ask and answer questions about key details in a literary text
- RI.CR.1.1. Ask and answer questions about key details in an informational text
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

New Jersey Student Learning Standards – Social Studies

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems

New Jersey Student Learning Standards – Science

- 3-PS2-2 Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.

Computer Science and Design Thinking

Computing Science

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Diversity, Equity, and Inclusion

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include *Schools Around the World* and *Friends All Around*.

Amistad

Addressed in Unit 2

Holocaust

Addressed in Unit 2

<p>Unit 1 Weeks 1</p> <ul style="list-style-type: none"> ● Genre Focus: REALISTIC FICTION ● Essential Question: What do you do at School? <p>Unit 1 Week 2</p> <ul style="list-style-type: none"> ● Genre Focus: Fantasy ● Essential Question: What is it like where you live? <p>Unit 1 Week 3</p> <ul style="list-style-type: none"> ● Genre Focus: Fantasy ● Essential Question: What makes a pet special? <p>Unit 1 Week 4.</p> <ul style="list-style-type: none"> ● Genre Focus: Informational Text ● Essential Question: What do friends do together? <p>Unit 1 Week 5.</p> <ul style="list-style-type: none"> ● Genre Focus: Informational Text ● Essential Question: How does your body move? <p>Unit 1 Week 6</p> <ul style="list-style-type: none"> ● Genre Focus: Informational Text ● Essential Question: What makes you special? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Reading can teach me about the world around me. ● Good writers explain their thoughts and opinions. ● I can build connections to the text through other people's experiences
<p>Knowledge: <i>Students will know how to</i></p> <ul style="list-style-type: none"> ● Think about the choices an author makes when writing a text ● Blend sounds in words. ● Read words with short <i>a</i>. ● Read words with the ending -s. ● Identify real-life connections between words and their use. ● Learn and use new vocabulary words. ● Blend and segment sounds in words. ● alphabetize words. ● Write high-frequency words. ● Build short <i>a</i> words. ● Write action words that end in -s. ● Write short <i>a</i> words. ● Write the words <i>does</i>, <i>not</i>, <i>school</i>, and <i>what</i>. ● Identify real-life connections between words and their use. ● Develop oral language. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Use sentence-level context as a clue to the meaning of a word or phrase. ● Apply phonics when decoding words with short <i>a</i>. ● Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. ● Decode regularly spelled one-syllable words. ● Read words with inflectional endings. ● Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Discuss the Essential Question.
- We can learn to write a sentence with descriptive details.
- Write a sentence with words in the correct order.
- Write a sentence with descriptive details.
- Write a sentence with words in the correct order.
- Say sentences with correct word order.
- Revise our writing.
- Write statements and questions.
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- Recognize the distinguishing features of a sentence.
- Write in response to texts.
- Form and use complete simple sentences that begin with a capital letter.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Decode regularly spelled one-syllable words.
- Read words with inflectional endings.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Recognize and read grade-appropriate irregularly spelled words.
- Identify real-life connections between words and their use.
- Develop oral language.
- Discuss the Essential Question.
- Blend and segment sounds in words.
- Build short *i* words.
- Write words with double final consonants.
- Write short *i* words.
- Write the words *down*, *out*, *up*, and *very*
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Recognize the distinguishing features of a sentence.
- Write a sentence with correct word order.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Ask and answer questions about key details in information presented orally.

	<ul style="list-style-type: none"> ● Produce and expand complete simple and compound declarative and interrogative sentences in response to prompts. ● Use end punctuation for sentences ● Revise drafts to include a strong concluding statement. ● Edit drafts of our personal narratives. ● Produce and expand complete simple and compound exclamatory sentences in response to prompts. ● Add exclamation marks to interjections ● 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.
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Student Resources	
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access	
Teacher Resources	
Wonders Teacher's Edition Unit 1 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards	

Stage 2 – Assessment Evidence

Pre-Assessments:

- Placement and Diagnostic Assessment

Formative Assessments:

- Selection Tests
- Conference notes
- Small group work notes
- Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan Unit 1 Week 1	
Genre	Realistic Fiction
Key Concept	At School
Story	<i>This School Year Will Be the Best</i>
Paired Anthology	<i>Rules at School</i>
Interactive Cards	<i>School Around the World</i>
Comprehension Strategy	<i>Visualize</i>
Comprehension Skill	<i>Main Story Elements: Character</i>
Author's Craft	<i>Photographs</i>
Leveled Reader	<i>A Fun Day, We Like to Share, Class Party</i>
Decodable Reader	<i>Pat and Tim</i>
Spelling Words	<i>Can, tap, hat, man, nap, cat</i>
High-Frequency Words	<i>Does,, not, school, what</i>
Phonemic Awareness	<i>Phoneme Isolation, Phoneme Blending, Phoneme Segmentation</i>
Phonics Skill	<i>Short a</i>
Structural Analysis	<i>Inflected Endings: -s</i>
Oral Vocab Words	<i>Learn, subjects, common, object, recognize</i>
Writing	<i>Focus on a Topic</i>
Grammar	<i>Sentences</i>

Stage 3 – Learning Plan	
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Unit 1 Week2	
Genre	Fantasy
Key Concept	Where I live
Story	<i>Alicia's Happy Day</i>
Paired Anthology	<i>A Surprise in the City</i>
Interactive Cards	<i>City Mouse Country Mouse</i>
Comprehension Strategy	<i>Visualize</i>
Comprehension Skill	<i>Main Story Element: Character</i>
Author's Craft	<i>Bold Print</i>
Leveled Reader	<i>A trip to the City, Harvest Time What Can We See?</i>
Decodable Reader	<i>Kim and Nick Zip; Jill and Jim</i>
Spelling Words	<i>Pin, win, hit, sit, miss, kiss</i>
High-Frequency Words	<i>Down, up, out, very</i>
Phonemic Awareness	<i>Phoneme Blending, Alliteration, Categorization, Phoneme Segmentation</i>
Phonics Skill	<i>short i</i>
Structural Analysis	<i>Plural Nouns with -s, -es</i>
Oral Vocab Words	<i>city , country, bored, feast, scurried</i>
Writing	<i>Descriptive Details</i>
Grammar	<i>Word Orer</i>

Stage 3 – Learning Plan Unit 1 Week 3	
Genre	<u>Fantasy</u>
Key Concept	Our Pets
Story	<i>Coold Dog, School Dog</i>
Paired Anthology	<i>What Pets Need</i>
Interactive Cards	<i>Our Pets</i>
Comprehension Strategy	<i>Visualize</i>
Comprehension Skill	<i>Main Story Element: Character, Setting and Events</i>
Author's Craft	<i>Labels</i>
Leveled Reader	<i>Mouse's Moon Party Pet Show Polly the Circus Star</i>

<i>Decodable Reader</i>	<i>Cliff has a Plan; A Good Black Cat</i>
<i>Spelling Words</i>	<i>Clip, flip, slip, flag, black, plan</i>
<i>High-Frequency Words</i>	<i>Be, come, good, pull</i>
<i>Phonemic Awareness</i>	<i>Phoneme blending, phoneme substitution, contrast vowel sounds, and segmentation</i>
<i>Phonics Skill</i>	<i>Beginning Consonant and L - blends</i>
<i>Structural Analysis</i>	<i>Plural nouns -s</i>
<i>Oral Vocab Words</i>	<i>Care, train, groom, companion, popular</i>
<i>Writing</i>	<i>Write about the Text: Narrative</i>
<i>Grammar</i>	<i>Capitalization and Punctuation (periods & question marks)</i>

Stage 3 – Learning Plan Unit 1 Week 4	
Genre	Informational Text
Key Concept	Let's Be Friends
Story	Friends All Around
<i>Paired Anthology</i>	<i>There are Days and There are Days</i>
<i>Interactive Cards</i>	<i>Games Long Ago</i>
<i>Comprehension Strategy</i>	<i>Ask and Answer Questions</i>
<i>Comprehension Skill</i>	<i>Topic and Relevant Details</i>
<i>Author's Craft</i>	<i>Rhyme</i>
<i>Leveled Reader</i>	<i>Friends Are Fun</i>
<i>Decodable Reader</i>	<i>Bob is a Fun Pal; Dog and Fox</i>
<i>Spelling Words</i>	<i>Hop, top, log, hog, hot, lot</i>
<i>High-Frequency Words</i>	<i>Fun, make, they, too</i>
<i>Phonemic Awareness</i>	<i>Categorization, segmentation, Identify and Produce Rhyme, Blending</i>
<i>Phonics Skill</i>	<i>Short O</i>
<i>Structural Analysis</i>	<i>ABC Order</i>
<i>Oral Vocab Words</i>	<i>Awkward, outrageous, panic, relief, squawked</i>
<i>Writing</i>	<i>Informational Text</i>
<i>Grammar</i>	<i>Exclamation and Interjections Marks</i>

Stage 3 – Learning Plan Unit 1 Week 5	
Genre	Informational Text
Key Concept	Let's Move
Story	Move!
<i>Interactive Cards</i>	<i>The Monkey's Fiddle</i>
<i>Comprehension Strategy</i>	<i>Ask and Answer Questions</i>
<i>Comprehension Skill</i>	<i>Topic and Relevant Details</i>
<i>Author's Craft</i>	<i>Bold Print</i>
<i>Leveled Reader</i>	<i>We Can Move!</i>
<i>Decodable Reader</i>	<i>Snap, Skip, Trot!; Snip and Trip Can Move</i>
<i>Spelling Words</i>	<i>Spill, spin, grab, grass, drop, drip</i>
<i>High-Frequency Words</i>	<i>Jump move run two</i>
<i>Phonemic Awareness</i>	<i>Phoneme segmentation, deletion and categorization,</i>
<i>Phonics Skill</i>	<i>Beginning consonant, r-blends & s- blends</i>
<i>Structural Analysis</i>	<i>Possessives</i>
<i>Oral Vocab Words</i>	<i>Physical, exercise, agree, exhausted, difficult</i>
<i>Writing</i>	<i>Informational Text</i>
<i>Grammar</i>	<i>Writing Sentences</i>

Stage 3 – Learning Plan Unit 1 Week 6	
Review, Extend, and Assess	
Key Concept	
<i>Social Studies Reading and Writing Companion</i>	Playground Pushes and Pulls on the Playground
<i>Science Reading and Writing Companion</i>	<i>Experiment with Motion</i>
<i>Reader's Theater</i>	<i>Look at Me Now</i>
<i>Summative Assessment</i>	<i>Unit 1 Summative Assessment</i>

Unit Plan Title	Unit 2
Suggested Time Frame	5 Weeks

Overview / Rationale

This unit is utilized to teach the students that great stories have characters that face problems, overcome them, and then develop solutions. Students will also read stories about real life jobs, places, and people. They will learn about different places and people, and then write informative essays and sentences about places and people in their communities. They will continue to learn strategies to revise their writing, as well as participate in small group, independent, and paired reading and writing activities. In this unit, students will learn how to sequence their informative writings by adding temporal words. They will also learn how to extend their writing by adding details about their topics.

This unit is designed to allow children to explore the topic of community jobs, different types of buildings found in a community, ways to help and support a community, using maps to locate places in a community, and planting fruits and vegetables in a community through reading texts from a variety of genres realistic fiction, fantasy, play, folk tale, and nonfiction informational text.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- L.WF.1.3. Demonstrate command and use of the conventions of writing
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

- RL.CR.1.1. Ask and answer questions about key details in a literary text
- RI.CR.1.1. Ask and answer questions about key details in an informational text
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- W.AW.1.1. With prompts and support, write opinion pieces on a topic or text
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

New Jersey Student Learning Standards – Social Studies

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems

New Jersey Student Learning Standards – Science

- 3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

Computer Science and Design Thinking

Computing Science

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Diversity, Equity, and Inclusion	
Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include <i>Nell's Books</i> and <i>Kids Can Help</i> .	
Amistad	
Addressed in Unit 2 in the text, <i>The Story of Martin Luther King, Jr.</i>	
Holocaust	
Addressed in Unit 2 in the text, The Sneetches (pgs. 19-20)	
<p>Unit 2 Weeks 1</p> <ul style="list-style-type: none"> Genre Focus: REALISTIC FICTION Essential Question: What jobs need to be done in a community? <p>Unit 2 Week 2</p> <ul style="list-style-type: none"> Genre Focus: Fantasy Essential Question: What buildings do you know? What are they made of? <p>Unit 2 Week 3</p> <ul style="list-style-type: none"> Genre Focus: Informational Text Essential Question: Where do animals live together? <p>Unit 2 Week 4.</p> <ul style="list-style-type: none"> Genre Focus: Fantasy Essential Question: How do people help out in the community? <p>Unit 2 Week 5</p> <ul style="list-style-type: none"> Genre Focus: Informational Text Essential Question: How can you find your way around? <p>Unit 2 Week 6</p> <ul style="list-style-type: none"> Genre Focus: Online Article Essential Question: How do you help your community? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Reading about different communities can teach me about my own community. Writers can revise their writing and use details to draw the reader's interest. Knowledge of spelling patterns and phonics skills can be applied to both writing and reading. Readers can use learned reading strategies to decode words and understand complex texts.
<p>Knowledge: Students will know how to</p> <ul style="list-style-type: none"> Read and blend words with short e Add inflected ending -ed to words Read and Write the words again, help, new, there, and use 	<p>Skills: Students will be able to...</p> <ul style="list-style-type: none"> Tell what makes a story a realistic fiction story Name the characters, setting, and events in a story

<ul style="list-style-type: none"> ● Describe the characters , setting, and events in a story ● Make and Confirm Predictions ● Use new Vocabulary Words ● Name the Features of Realistic Fiction ● Use nouns in sentences ● Focus on an idea in writing ● Use text evidence to answer a prompt ● Understand and use words about jobs around town ● Listen Actively ● Interview a teacher ● Read texts about jobs in communities ● Write and read words with contractions ● Write in response to texts ● Reread to help understand a story ● Research an animal and its habitat] ● Read and write about a Student Model ● 	<ul style="list-style-type: none"> ● Name the choices an author made when writing a story ● Interview someone to gather information about jobs in a community ● Tell what makes a story a fantasy story ● Distinguish shades of meaning among verbs differing in manner and adjectives in intensity by defining or choosing them or by acting out meaning. ● Blend words with short u ● Read contractions with ‘s ● Use common, proper and possessive nouns ● Use text evidence to respond to a fantasy story ● Understand the important details in a text ● Revise writing ● Form plural nouns ● Write informative text with they name a topic, supply some facts about the topic and provide some sense of closure ● Name and use possessive nouns ● Respond to a nonfiction text by extending the text ● Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words ● Name the features of a fantasy story ● Use illustrations and details in a text to describe its key ideas ● Identify frequently occurring root words and their inflectional forms ● Edit drafts of our fantasy stories ● Present and evaluate our fantasy story
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Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access

Teacher Resources
Wonders Teacher's Edition Unit 2 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence
Pre-Assessments: <ul style="list-style-type: none"> Placement and Diagnostic Assessment Formative Assessments: <ul style="list-style-type: none"> Selection Tests Conference notes Small group work notes Running Records Summative Assessments: <ul style="list-style-type: none"> Benchmark Assessments

Stage 3 – Learning Plan Unit 2 Week 1	
Genre	Realistic Fiction
Key Concept	Jobs Around Town
Story	<i>Millie Waits for the Mail</i>
Paired Anthology	<i>Firefighters at Work</i>
Interactive Cards	<i>Jobs Around Town</i>
Comprehension Strategy	<i>Make and Confirm Predictions</i>
Comprehension Skill	<i>Main Story Elements: Character, setting, events</i>
Author's Craft	<i>Labels</i>

<i>Leveled Reader</i>	<i>Pick up Day Ben Brings the Mail At Work with Mom</i>
<i>Decodable Reader</i>	<i>Ted Gets a Job; I Sell Crabs</i>
<i>Spelling Words</i>	<i>Leg, beg, men, hen, head, bread</i>
<i>High-Frequency Words</i>	<i>Again, help, new, there, use</i>
<i>Phonemic Awareness</i>	<i>Phoneme Blending, Isolation and Segmentation</i>
<i>Phonics Skill</i>	<i>Short e spelled e and ea</i>
<i>Structural Analysis</i>	<i>Inflected Endings: -ed</i>
<i>Oral Vocab Words</i>	<i>Occupation, community, equipment, fortunately, astonishing</i>
<i>Writing</i>	<i>Opinion</i>
<i>Grammar</i>	<i>Nouns</i>

Stage 3 – Learning Plan Unit 2 Week2	
Genre	Fantasy
Key Concept	Buildings All Around
Story	<i>Three Little Dassies</i>
<i>Paired Anthology</i>	<i>Homes Around The World</i>
<i>Interactive Cards</i>	<i>Three Little Pigs</i>
<i>Comprehension Strategy</i>	<i>Make and Confirm Predictions</i>
<i>Comprehension Skill</i>	<i>Main Story Element: Character, Setting, Events</i>
<i>Author's Craft</i>	<i>Captions</i>
<i>Leveled Reader</i>	<i>What a Nest! Staying Afloat City Armadillo, Country Armadillo</i>
<i>Decodable Reader</i>	<i>Can Bud Stop Bug?; It's Up to Us</i>
<i>Spelling Words</i>	<i>Run, fun, nut, cut, bug, rug</i>
<i>High-Frequency Words</i>	<i>Could, live, one, then three</i>
<i>Phonemic Awareness</i>	<i>Phoneme Identity, Blending, and Segmentation</i>
<i>Phonics Skill</i>	<i>short u</i>
<i>Structural Analysis</i>	<i>Contractions with 's</i>
<i>Oral Vocab Words</i>	<i>Shelter, materials, collapsed, furious, refused</i>
<i>Writing</i>	<i>Informational Text</i>

<i>Grammar</i>	<i>Singular and Plural Nouns</i>
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Stage 3 – Learning Plan Unit 2 Week 3	
Genre	Informational Text
Key Concept	Community in Nature
Story	<i>Babies in the Bayou</i>
<i>Paired Anthology</i>	<i>Way Down Deep</i>
<i>Interactive Cards</i>	<i>Animals in the Midst</i>
<i>Comprehension Strategy</i>	<i>Reread</i>
<i>Comprehension Skill</i>	<i>Author's Purpose</i>
<i>Author's Craft</i>	<i>Poetry: Repetition and Alliteration</i>
<i>Leveled Reader</i>	<i>Meerkat Family</i>
<i>Decodable Reader</i>	<i>In a Land of Grass; Stomp and Romp</i>
<i>Spelling Words</i>	<i>Lend, send, fast, past, sink, wink</i>
<i>High-Frequency Words</i>	<i>Eat, no, of, under, who</i>
<i>Phonemic Awareness</i>	<i>Phoneme blending, substitution, and segmentation</i>
<i>Phonics Skill</i>	<i>Ending Consonant blends</i>
<i>Structural Analysis</i>	<i>Inflectional Ending -ing</i>
<i>Oral Vocab Words</i>	<i>Habitat, depend, hibernate, tranquil, tolerate</i>
<i>Writing</i>	<i>Informational Text</i>
<i>Grammar</i>	<i>Singular and Plural Possessives</i>

Stage 3 – Learning Plan Unit 2 Week 4	
Genre	Fantasy
Key Concept	Let's Help
Story	The Story of Martin Luther King Jr.
<i>Paired Anthology</i>	<i>Kids Can Help</i>
<i>Interactive Cards</i>	<i>Luis's Library</i>
<i>Comprehension Strategy</i>	<i>Reread</i>
<i>Comprehension Skill</i>	<i>Main Story Elements: Character, Setting, Events</i>
<i>Author's Craft</i>	<i>List</i>
<i>Leveled Reader</i>	<i>The Sick Tree</i> <i>Squirrels Help</i>

	<i>Wow, Kitty!</i>
<i>Decodable Reader</i>	<i>Dash Has A Wish; Help in a Flash, The Helping Gang; Send a Big Thanks!</i>
<i>Spelling Words</i>	<i>Fish, shop, ship, with, thing, sang</i>
<i>High-Frequency Words</i>	<i>All, call, day, her, want</i>
<i>Phonemic Awareness</i>	<i>Categorization, segmentation, Isolation and blending</i>
<i>Phonics Skill</i>	<i>Consonant Digraphs sh, th, -ng</i>
<i>Structural Analysis</i>	<i>Closed Syllables</i>
<i>Oral Vocab Words</i>	<i>Leadership, admire, enjoy, rely, connections</i>
<i>Writing</i>	<i>Narrative</i>
<i>Grammar</i>	<i>Capitalize Proper Nouns</i>

Stage 3 – Learning Plan Unit 2 Week 5	
Genre	Informational Text
Key Concept	Follow the Map
Story	Me on the Map
<i>Interactive Cards</i>	<i>Map It!</i>
<i>Comprehension Strategy</i>	<i>Reread</i>
<i>Comprehension Skill</i>	<i>Topic and Relevant Details</i>
<i>Author's Craft</i>	<i>Maps</i>
<i>Leveled Reader</i>	<i>How Maps Help</i>
<i>Decodable Reader</i>	<i>A Map Match; A Fun Chest; Phil and Steph Get Lost; Maps and Graphs</i>
<i>Spelling Words</i>	<i>Whip, whale, catch, match, chin, graph</i>
<i>High-Frequency Words</i>	<i>Around, by, many, place, walk</i>
<i>Phonemic Awareness</i>	<i>Phoneme segmentation, addition and blending</i>
<i>Phonics Skill</i>	<i>Consonant digraphs ch, tch, wh, ph</i>
<i>Structural Analysis</i>	<i>-es plural nouns</i>
<i>Oral Vocab Words</i>	<i>Locate, route, height, model, separate</i>
<i>Writing</i>	<i>Informational Text</i>

<i>Grammar</i>	<i>Capital Letters and Periods</i>
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Stage 3 – Learning Plan Unit 2 Week 6	
<i>Review, Extend, and Assess</i>	
Key Concept	
<i>Social Studies Reading and Writing Companion</i>	Follow the Map
<i>Reader's Theater</i>	<i>I Speak, I say, I Talk</i>
<i>Summative Assessment</i>	<i>Unit 2 Summative Assessment</i>

Unit Plan Title	Unit 3
Suggested Time Frame	5 Weeks

Overview / Rationale
<p>This unit is utilized to teach the students that great stories have characters that face problems, overcome them, and then develop solutions. Students will also read stories about real life jobs, places, and people. They will learn about different places and people, and then write informative essays and sentences about places and people in their communities. They will continue to learn strategies to revise their writing, as well as participate in small group, independent, and paired reading and writing activities. In this unit, students will learn how to sequence their informative writings by adding temporal words. They will also learn how to extend their writing by adding details about their topics.</p> <p>This unit is designed to allow children to explore the topic of community jobs, different types of buildings found in a community, ways to help and support a community, using maps to locate places in a community, and planting fruits and vegetables in a community through reading texts from a variety of genres realistic fiction, fantasy, play, folk tale, and nonfiction informational text.</p>

Stage 1 – Desired Results
Established Goals: New Jersey Student Learning Standards - English Language Arts

- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.3. A. Use commas in dates and to separate single words in a series.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- L.WF.1.3. Demonstrate command and use of the conventions of writing
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- RL.CR.1.1. Ask and answer questions about key details in a literary text
- RI.CR.1.1. Ask and answer questions about key details in an informational text
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

New Jersey Student Learning Standards – Social Studies

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems

New Jersey Student Learning Standards – Science

- 3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

Computer Science and Design Thinking

Computing Science

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide

Career Readiness, Life Literacies, and Key Skills	
<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</p>	
Diversity, Equity, and Inclusion	
<p>Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include <i>The Magic Paintbrush</i> and <i>How Coqui Got Her Voice</i>.</p>	
Amistad	
Addressed in Unit 2	
Holocaust	
Addressed in Unit 2	
<p>Unit 3 Weeks 1</p> <ul style="list-style-type: none"> ● Genre Focus: Fantasy ● Essential Question: How do we measure time? <p>Unit 3 Week 2</p> <ul style="list-style-type: none"> ● Genre Focus: Drama ● Essential Question: How do plants change as they grow? <p>Unit 3 Week 3</p> <ul style="list-style-type: none"> ● Genre Focus: Folktale ● Essential Question: What is a Folktale <p>Unit 3 Week 4</p> <ul style="list-style-type: none"> ● Genre Focus: Informational Text Essential Question: How is life different than it was long ago? <p>Unit 3 Week 5</p> <ul style="list-style-type: none"> ● Genre Focus: Informational Text Essential Question: How do we get our food? <p>Unit 3 Week 6</p> <ul style="list-style-type: none"> ● Genre Focus: Online Article Essential Question: What changes do Seasons bring? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Reading can teach about animals, nature, and people throughout the stories ● Understanding key detail, main idea, and the author's purpose of the text can help build understanding of the texts. ● Writing can be used to teach others how to do something new. ● How can this story teach about animals, nature, and people? ● What can be gained from understanding the author's purpose for writing? ● What can be gained from comprehending the main idea and key details of a text ● How can writing explanatory text help someone learn something new?

<p>Knowledge: <i>Students will know how to</i></p> <ul style="list-style-type: none"> • Read and blend words with long a • Read and blend words with long i • Blend words with long o, u, and e • Read and Write Plurals • Make contractions with the word not • Read and Write the words away, not, some, today, way, and why • Identify sequence of events • Compare and contrast details in text • Name features of a nonfiction text • Identify moral of a story • Name features of a folktale • Name the features of a play • Use sensory details in writing • Describe beginning middle and end of a story • Make and Confirm Predictions • Use new Vocabulary Words • Name the Features of Fantasy Story • Identify and use verbs • Include strong verbs in writing • Use text evidence to answer a prompt • Understand and use words about telling time • Listen to others' ideas and opinions • Interview a classmate • Read texts about ways we can measure time • Research a plant • Write an opinion about a nonfiction text • Know how life was different long ago • Write a nonfiction text • 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Make and confirm predictions about measuring time as we listen to a story • Use new vocabulary words. • Write contractions with not. • Identify events at the beginning, middle, and end of a story • Identify verbs and act them out. • Think about the choices an author makes when writing and illustrating a text. • Segment sounds in words. • Understand the important ideas and details in a play. • Make text-to-text connections. • Include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. • Use verbs to convey a sense of past, present, and future. • Capitalize and underline a title • Add the endings -ed, and -ing to make new words • Use singular and plural nouns with matching verbs in basic sentences. • Ask questions to clear up any confusion about the topics and texts under discussion. • Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • Identify real-life connections between words and their use • Present and evaluate our nonfiction text. • Give reasons for an opinion. • Revise by adding a strong concluding statement. • Write sentences with contractions. • Revise by adding a strong concluding statement • Use interactive features to read an online text.
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	<ul style="list-style-type: none"> ● Read fluently to perform a play. ● Write narratives in which they recount two or more appropriately sequenced events,
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Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access
Teacher Resources
Wonders Teacher's Edition Unit 3 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence
<p>Pre-Assessments:</p> <ul style="list-style-type: none"> ● Placement and Diagnostic Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Selection Tests ● Conference notes ● Small group work notes ● Running Records <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Benchmark Assessments

Stage 3 – Learning Plan Unit 3 Week 1	
Genre	Fantasy
Key Concept	What time is it?
Story	<i>A Seconds is a Hiccup</i>
<i>Paired Anthology</i>	<i>It's About Time!</i>
<i>Interactive Cards</i>	<i>Measuring Time</i>
<i>Comprehension Strategy</i>	<i>Make and Confirm Predictions</i>
<i>Comprehension Skill</i>	<i>Events: Beginning, Middle, End</i>
<i>Author's Craft</i>	<i>Bold Print</i>
<i>Leveled Reader</i>	<i>Busy's Watch</i> <i>Kate Saves the Date</i> <i>Uncle George is Coming</i>
<i>Decodable Reader</i>	<i>Dave was Late; Is it Late?</i>
<i>Spelling Words</i>	<i>Make, take, came, game, gate, late</i>
<i>High-Frequency Words</i>	<i>Away, now, some, today, way, why</i>
<i>Phonemic Awareness</i>	<i>Phoneme addition, substitution and segmentation</i>
<i>Phonics Skill</i>	<i>Long a, a-e</i>
<i>Structural Analysis</i>	<i>Inflected Endings: -ed</i>
<i>Oral Vocab Words</i>	<i>Contractions with not</i>
<i>Writing</i>	<i>Narrative</i>
<i>Grammar</i>	<i>Verbs, Commas in a Series</i>

Stage 3 – Learning Plan Unit 3 Week2	
Genre	Drama
Key Concept	Watch It Grow!
Story	<i>Mystery Vine</i>
<i>Paired Anthology</i>	<i>How Plants Grow</i>
<i>Interactive Cards</i>	<i>The Great Big Gigantic Turnip</i>
<i>Comprehension Strategy</i>	<i>Make and Confirm Predictions</i>
<i>Comprehension Skill</i>	<i>Main Story Element: Character, Setting, Events</i>
<i>Author's Craft</i>	<i>Diagrams</i>
<i>Leveled Reader</i>	<i>Corn Fun</i> <i>Yum, Strawberries</i> <i>A Tree's Life</i>

<i>Decodable Reader</i>	<i>A Fine Plant, Plants Tate Time To Grow</i>
<i>Spelling Words</i>	<i>Like, spike, ride, hide, bike, mine</i>
<i>High-Frequency Words</i>	<i>Green, grow, pretty, should, together, water</i>
<i>Phonemic Awareness</i>	<i>Alliteration, Phoneme deletion, blending, and Segmentation</i>
<i>Phonics Skill</i>	<i>Long i, i-e</i>
<i>Structural Analysis</i>	<i>Plurals with cvce words</i>
<i>Oral Vocab Words</i>	<i>assist , bloom, grasped, spied sprout</i>
<i>Writing</i>	<i>Narrative</i>
<i>Grammar</i>	<i>Capitalize and Underline Titles of Plays</i>

Stage 3 – Learning Plan Unit 3 Week 3	
Genre	Folktale
Key Concept	Tales Over Time
Story	<i>Interrupting Chicken</i>
<i>Paired Anthology</i>	<i>Drakestail</i>
<i>Interactive Cards</i>	<i>The Foolish Timid Rabbit</i>
<i>Comprehension Strategy</i>	<i>Make and Confirm Predictions</i>
<i>Comprehension Skill</i>	<i>Moral</i>
<i>Author's Craft</i>	<i>Descriptive Words and Phrases</i>
<i>Leveled Reader</i>	<i>How Coqui Got Her Voice</i> <i>The Magic Paintbrush</i> <i>Rabbit Tricks</i>
<i>Decodable Reader</i>	<i>The King and Five Mice, Tales From a Past Age</i>
<i>Spelling Words</i>	<i>Rice, nice, page, age, wedge, ledge,</i>
<i>High-Frequency Words</i>	<i>An, from, happy, once, so, upon</i>
<i>Phonemic Awareness</i>	<i>Phoneme blending and segmentation</i>
<i>Phonics Skill</i>	<i>Identify and Produce Rhyme</i>
<i>Structural Analysis</i>	<i>Inflectional Endings -ed and -ing</i>
<i>Oral Vocab Words</i>	<i>Eventually, foolish, hero, tale, timid</i>
<i>Writing</i>	<i>Narrative</i>
<i>Grammar</i>	<i>Past and Future Tense Verbs, Commas in a series</i>

Stage 3 – Learning Plan Unit 3 Week 4	
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Genre	Informational Text
Key Concept	Now and Then
Story	The Last Train.
<i>Paired Anthology</i>	<i>From Horse to Plane</i>
<i>Interactive Cards</i>	<i>Let's Look at Video Games</i>
<i>Comprehension Strategy</i>	<i>Reread</i>
<i>Comprehension Skill</i>	<i>Details: Compare and Contrast</i>
<i>Author's Craft</i>	<i>Captions</i>
<i>Leveled Reader</i>	<i>Then and Now</i>
<i>Decodable Reader</i>	<i>Those Old Classes, That Old Globe</i>
<i>Spelling Words</i>	<i>Hope, nose, note, rope, cute, cube</i>
<i>High-Frequency Words</i>	<i>Ago, boy, girl, how, old, people</i>
<i>Phonemic Awareness</i>	<i>, segmentation, Isolation and blending</i>
<i>Phonics Skill</i>	<i>Long o, u and e spelled v-e</i>
<i>Structural Analysis</i>	<i>CVCe Syllables</i>
<i>Oral Vocab Words</i>	<i>Century, past, present, future, entertainment</i>
<i>Writing</i>	<i>Opinion</i>
<i>Grammar</i>	<i>Irregular Verbs is and are, commas in dates</i>

Stage 3 – Learning Plan Unit 3 Week 5	
Genre	Informational Text
Key Concept	From Farm to Table
Story	Food Come From?
<i>Interactive Cards</i>	<i>Red Hen</i>
<i>Comprehension Strategy</i>	<i>Reread</i>
<i>Comprehension Skill</i>	<i>Details: Time-Order</i>
<i>Author's Craft</i>	<i>Diagram</i>
<i>Leveled Reader</i>	<i>Apples from Farm to Table</i>
<i>Decodable Reader</i>	<i>A Good Cook, That looks Good</i>
<i>Spelling Words</i>	<i>Book, look, cook, took, hood, wood</i>

<i>High-Frequency Words</i>	<i>After, buy, done, every, soon, work</i>
<i>Phonemic Awareness</i>	<i>Phoneme segmentation, deletion, and blending</i>
<i>Phonics Skill</i>	<i>Variant Vowel Spellings with Digraphs: oo, u</i>
<i>Structural Analysis</i>	<i>Inflected Endings: -ed and -ing</i>
<i>Oral Vocab Words</i>	<i>Delicious, nutritious, responsibility, enormous, delighted</i>
<i>Writing</i>	<i>Opinion</i>
<i>Grammar</i>	<i>Contractions with Not, Apostrophes in Contractions</i>

Stage 3 – Learning Plan Unit 3 Week 6	
<i>Review, Extend, and Assess</i>	
Key Concept	
<i>Social Studies Reading and Writing Companion</i>	<i>Time for Kids: Seasons Bring Change</i>
<i>Reader's Theater</i>	<i>Shadow Dance</i>
<i>Summative Assessment</i>	<i>Unit 3 Summative Assessment</i>

Unit Plan Title	Unit 4
Suggested Time Frame	5 Weeks

Overview / Rationale
<p>This unit introduces students to animals and the ways animals use their bodies and work together to survive in the wild. In addition, the students are introduced to texts that teach students how animals and people work together. This unit encourages readers to become more independent problem solvers when they are faced with a text or various words that they do not understand or can easily decode.</p> <p>Small group work will become a crucial part of this unit, especially since the readers are progressing to more complex texts. Students will continue to develop their ability to retell important facts about text in both fiction and nonfiction. They will compare and contrast characters in text as well as identify similarities and differences between two texts on the same topic. Students will</p>

continue to find and understand the author's purpose and the central message, and they will build inferences from there. Students will also begin to look deeply at what characters say and do to understand the theme or message the author wants to share.

For writing, the students will learn how to create stories that have characters, settings, problems, and a solution. They will further develop their communication skills when conferencing with their teacher and peers, as well as their editing and revising skills. They will share their personal thoughts and ideas in their writing and begin to develop an understanding of how to structure an intriguing story. This unit is designed to allow students the opportunity to explore the topics of teamwork and holidays. Through reading a variety of fiction and nonfiction texts, students will learn how people work together to reach a common goal, as well as learn about shared holidays that we have with others.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.3. A. Use commas in dates and to separate single words in a series.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- L.WF.1.3. Demonstrate command and use of the conventions of writing
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning of words and phrases based on grade 1 reading and content.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- RL.CR.1.1. Ask and answer questions about key details in a literary text
- RI.CR.1.1. Ask and answer questions about key details in an informational text
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts
- RL.PP.1.5. Identify who is telling the story at various points in a text.

- RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic
- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
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- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

New Jersey Student Learning Standards – Social Studies

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems

New Jersey Student Learning Standards – Science

- 3-PS2-2 Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.

Computer Science and Design Thinking

Computing Science

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Diversity, Equity, and Inclusion

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of texts include *The King of the Animals* and *The Elephant's Child*.

Amistad

Addressed in Unit 2

Holocaust

Addressed in Unit 2

Unit 4 Weeks 1

- Genre Focus: Folktale
- Essential Question: How do animals' bodies help them?

Unit 4 Week 2

- Genre Focus: Informational Text
- Essential Question: How do animals help each other?

Unit 4 Week 3

- Genre Focus: Informational Text
- Essential Question: How do animals survive in nature?

Unit 4 Week 4

- Genre Focus: Fantasy
- Essential Question: What insects do you know about? How are they alike and different?

Unit 4 Week 5

- Genre Focus: Informational Text
- Essential Question: How do people work with animals?

Unit 4 Week 6

- Genre Focus: OnlineArticle
- Essential Question: How do our teeth help animals?

Enduring Understandings:

- Readers can read fiction and nonfiction stories to understand holidays and traditions
- Readers can read closely to determine the theme or central message in a story
- Students will use speaking and listening skills they have learned to communicate effectively.
- Students can improve their reading and writing by understanding the concept of long vowel sounds, vowel pairs, and multisyllabic words
- Writers can use their writing to tell stories

Knowledge:

Students will know

- Why is it important to read about different traditions and cultures?

Skills:

Students will be able to...

- Identify sequence of events in a story
- Learn and use new vocabulary words

- How can a reader determine the theme and central message that an author wants to share?
- How can a writer's knowledge of different genres help them expand their storytelling?
- How can speaking to friends and listening to stories help readers understand the world?
- How does knowing long vowel sounds and multisyllabic rules and principles help improve decoding skills?
- How do animals' bodies help them?
- How do animals help each other?
- How do animals survive in nature?
- What insects do you know about? How are they alike and different?
- How do people work with animals?

- Name the features of a folktale
- Use text evidence to respond to a folktale
- Identify the topic and relevant details in a text
- Use context clues in sentences
- Name the features of a nonfiction text
- Organize words into categories
- Identify the narrator of a story
- Visualize the events in a story
- Identify the time order of details in a text
- Learn and use base words
- Use compound words
- Ask and answer questions
- Research an animal
- Use irregular verbs
- Use text evidence to answer a prompt
- Introduce the topic
- Provide details to support opinion
- Take turns talking
- Use a concluding statement in writing
- Listen actively
- Research insects and compare how they are alike and different
- Research vets or zookeepers

Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access
Teacher Resources
Wonders Teacher's Edition Unit 4 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence
Pre-Assessments: <ul style="list-style-type: none"> Placement and Diagnostic Assessment Formative Assessments: <ul style="list-style-type: none"> Selection Tests Conference notes Small group work notes Running Records Summative Assessments: <ul style="list-style-type: none"> Benchmark Assessments

Stage 3 – Learning Plan Unit 4 Week 1	
Genre	Folktale

Key Concept	Animal Features
Story	<i>Little Rabbit</i>
<i>Paired Anthology</i>	<i>Animals Can Go Fast</i>
<i>Interactive Cards</i>	<i>Snail and Frog Race</i>
<i>Comprehension Strategy</i>	<i>Ask and Answer Questions</i>
<i>Comprehension Skill</i>	<i>Sequence of Events</i>
<i>Author's Craft</i>	<i>Chart</i>
<i>Leveled Reader</i>	<i>The King of the Animals</i> <i>Snail's Clever Idea</i> <i>Plop!</i>
<i>Decodable Reader</i>	<i>April is the Agent; A Basic Dog; Snail Mail; Tails</i>
<i>Spelling Words</i>	<i>Mail, chain, play, took, hood, rain</i>
<i>High-Frequency Words</i>	<i>About, animal, carry, eight, give, our</i>
<i>Phonemic Awareness</i>	<i>Phoneme categorization, blending, and segmentation</i>
<i>Phonics Skill</i>	<i>Long a, spelled a, ai, ay</i>
<i>Structural Analysis</i>	<i>Alphabetical order (2 letters)</i>
<i>Oral Vocab Words</i>	<i>Feature appearance, determined, predicament, relief</i>
<i>Writing</i>	<i>Informational Text</i>
<i>Grammar</i>	<i>Irregular Verbs, apostrophe with contractions</i>

Stage 3 – Learning Plan Unit 4 Week2	
Genre	Informational Text
Key Concept	Animals Together
Story	<i>Animal Teams</i>
<i>Paired Anthology</i>	<i>Busy as a Bee</i>
<i>Interactive Cards</i>	<i>A Team of Fish</i>
<i>Comprehension Strategy</i>	<i>Ask and Answer Questions</i>
<i>Comprehension Skill</i>	<i>Topic and Relevant Details</i>
<i>Author's Craft</i>	<i>Captions</i>
<i>Leveled Reader</i>	<i>Penguins All Around</i>
<i>Decodable Reader</i>	<i>The Green Eel; Clean Up the Team</i>
<i>Spelling Words</i>	<i>Me we, keep, feed, beak, seat</i>

<i>High-Frequency Words</i>	<i>Because, blue, into, or, other, small</i>
<i>Phonemic Awareness</i>	<i>Phoneme identity, blending, and Segmentation</i>
<i>Phonics Skill</i>	<i>Long e spelled e, ee, ea, ie</i>
<i>Structural Analysis</i>	<i>Prefixes re-, un-, pre-</i>
<i>Oral Vocab Words</i>	<i>Behavior, beneficial, dominant, instinct, endangered</i>
<i>Writing</i>	<i>Opinion</i>
<i>Grammar</i>	<i>Irregular verbs, capitalization and End Punctuation</i>

Stage 3 – Learning Plan Unit 4 Week 3	
<i>Genre</i>	<i>Informational Text</i>
<i>Key Concept</i>	<i>In the Wild</i>
<i>Story</i>	<i>Vulture View</i>
<i>Paired Anthology</i>	<i>When it's Snowing</i>
<i>Interactive Cards</i>	<i>Go Wild</i>
<i>Comprehension Strategy</i>	<i>Ask and Answer Questions</i>
<i>Comprehension Skill</i>	<i>Topic and Relevant Details</i>
<i>Author's Craft</i>	<i>Poetry: Stanzas and Line Breaks</i>
<i>Leveled Reader</i>	<i>Go, Gator!</i>
<i>Decodable Reader</i>	<i>Toads; Joan and Elmo Swim; A Doe and a Buck; Joe Goes Slow</i>
<i>Spelling Words</i>	<i>Low, boat, no, row, oat, toe</i>
<i>High-Frequency Words</i>	<i>Find, food, more, over, start, warm</i>
<i>Phonemic Awareness</i>	<i>Phoneme blending, categorization, substitution and contrast vowel sounds</i>
<i>Phonics Skill</i>	<i>Long o spelled o, oa, ow, oe</i>
<i>Structural Analysis</i>	<i>Open Syllables</i>
<i>Oral Vocab Words</i>	<i>Communicate, provide, superior, survive, wilderness</i>
<i>Writing</i>	<i>Informational Text</i>
<i>Grammar</i>	<i>Irregular Verbs, Capitalization and Proper Nouns</i>

Stage 3 – Learning Plan Unit 4 Week 4	
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Genre	Fantasy
Key Concept	Insects
Story	Hi! Fly Guy
<i>Paired Anthology</i>	<i>Meet the Insects</i>
<i>Interactive Cards</i>	<i>Creep Low, Fly High</i>
<i>Comprehension Strategy</i>	<i>Visualize</i>
<i>Comprehension Skill</i>	<i>Narrator</i>
<i>Author's Craft</i>	<i>Headings</i>
<i>Leveled Reader</i>	<i>Where is My Home?</i> <i>The Hat</i> <i>Come One, Come All</i>
<i>Decodable Reader</i>	<i>Jay Takes Flight, Be Kind to Bugs, Why Hope Flies, Glowing Bugs Fly By</i>
<i>Spelling Words</i>	<i>Find, night, by, kind, right, pie</i>
<i>High-Frequency Words</i>	<i>Caught, flew, know, laugh, listen, were</i>
<i>Phonemic Awareness</i>	<i>Categorization, identify, segmentation and substitution</i>
<i>Phonics Skill</i>	<i>Long i spelled i, igh, y, ie</i>
<i>Structural Analysis</i>	<i>Inflectional Endings change y to i</i>
<i>Oral Vocab Words</i>	<i>Different, flutter, imitate, resemble, protect</i>
<i>Writing</i>	<i>Informational Text</i>
<i>Grammar</i>	<i>Irregular Verbs see and saw, Underline Titles of Books</i>

Stage 3 – Learning Plan Unit 4 Week 5	
Genre	Informational Text
Key Concept	Working with Animals
Story	Time for Kids: Koko and Penny
<i>Interactive Cards</i>	<i>Ming's Teacher</i>
<i>Comprehension Strategy</i>	<i>visualize</i>
<i>Comprehension Skill</i>	<i>Details: Time-Order</i>
<i>Author's Craft</i>	<i>Graph</i>

<i>Leveled Reader</i>	<i>Teach a Dog</i>
<i>Decodable Reader</i>	<i>Race Pony, Study with Animals</i>
<i>Spelling Words</i>	<i>Book, look, cook, took, hood, wood</i>
<i>High-Frequency Words</i>	<i>Advice, career, remarkable, soothe, trust</i>
<i>Phonemic Awareness</i>	<i>Phoneme Categorization, deletion, blending and addition</i>
<i>Phonics Skill</i>	<i>Key, bumpy, puppy, funny, penny, sandy</i>
<i>Structural Analysis</i>	<i>Compound Words</i>
<i>Oral Vocab Words</i>	<i>Advice, career, remarkable, soothe, trust</i>
<i>Writing</i>	<i>Informational Text</i>
<i>Grammar</i>	<i>Adverbs That Tell When, commas in a series</i>

Stage 3 – Learning Plan Unit 4 Week 6	
<i>Review, Extend, and Assess</i>	
Key Concept	
<i>Social Studies Reading and Writing Companion</i>	<i>Time for Kids:Teeth At Work</i>
<i>Reader's Theater</i>	<i>Fooba Wooba John</i>
<i>Summative Assessment</i>	<i>Unit 4 Summative Assessment</i>

Unit Plan Title	Unit 5
Suggested Time Frame	5 Weeks

Overview / Rationale
During this unit, the students will be focusing on the different ways we can classify and categorize things. We will discuss the ways we can sort things, such as by size, color, shape.

Stage 1 – Desired Results
Established Goals:

New Jersey Student Learning Standards - English Language Arts

- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.3. A. Use commas in dates and to separate single words in a series.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- L.WF.1.3. Demonstrate command and use of the conventions of writing
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning of words and phrases based on grade 1 reading and content.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- RL.CR.1.1. Ask and answer questions about key details in a literary text
- RI.CR.1.1. Ask and answer questions about key details in an informational text
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts
- RL.PP.1.5. Identify who is telling the story at various points in a text.
- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts
- RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic
- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information

- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

New Jersey Student Learning Standards – Social Studies

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems

New Jersey Student Learning Standards – Science

- 3-PS2-2 Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.

Computer Science and Design Thinking

Computing Science

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Diversity, Equity, and Inclusion

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include *The Squeaky Bed* and *The Story of a Robot Inventor*.

Amistad

Addressed in Unit 2

Holocaust

Addressed in Unit 2

Unit 5 Weeks 1

- Genre Focus: Fantasy
- Essential Question: How can we classify and categorize things?

Unit 5 Week 2

- Genre Focus: Fantasy
- Essential Question: What can you see in the sky?

Unit 5 Week 3

- Genre Focus: Biography
- Essential Question: What inventions do you know about?

Unit 5 Week 4

- Genre Focus: Realistic Fiction
- Essential Question: What sounds can you hear? How are they made?

Unit 5 Week 5

- Genre Focus: Informational Text
- Essential Question: How do things get built?

Unit 5 Week 6

- Genre Focus: OnlineArticle
- Essential Question: How can great ideas turn into a new invention?

Enduring Understandings:

- Readers can read fiction and nonfiction stories to understand and connect to the world around them.
- Readers can read closely to determine the cause and effect of a text.
- Readers can read closely to identify the problem and solution in a text
- Students will use speaking and listening skills they have learned to communicate effectively.
- Students can improve their reading and writing by understanding phonics skills

	<ul style="list-style-type: none"> ● Writers can use their writing to tell stories
Knowledge: <i>Students will know</i> <ul style="list-style-type: none"> ● How can we make sense of the world around us? ● How can we classify and categorize things? ● What can you see in the sky? ● What inventions do you know about? ● What sounds can you hear? How are they made? ● How do things get built? 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ● Identify sequence of events in a story ● Learn and use new vocabulary words ● Name the features of a folktale ● Use text evidence to respond to a folktale ● Identify the topic and relevant details in a text ● Use context clues in sentences ● Name the features of a nonfiction text ● Organize words into categories ● Identify the narrator of a story ● Visualize the events in a story ● Identify the time order of details in a text ● Learn and use base words ● Use compound words ● Ask and answer questions ● Research an animal ● Use irregular verbs ● Use text evidence to answer a prompt ● Introduce the topic ● Provide details to support opinion ● Take turns talking

	<ul style="list-style-type: none"> ● Use a concluding statement in writing ● Listen actively ● Research insects and compare how they are alike and different ● Research vets or zookeepers
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Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access
Teacher Resources
Wonders Teacher's Edition Unit 5 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence
<p>Pre-Assessments:</p> <ul style="list-style-type: none"> ● Placement and Diagnostic Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Selection Tests ● Conference notes ● Small group work notes ● Running Records

Summative Assessments:

- Benchmark Assessments

Stage 3 – Learning Plan Unit 5 Week 1	
Genre	Fantasy
Key Concept	See It, Sort It
Story	<i>A Lost Button</i>
Paired Anthology	<i>Sort it Out</i>
Interactive Cards	<i>Barn Full of Hats</i>
Comprehension Strategy	<i>Make and Confirm Predictions</i>
Comprehension Skill	<i>Narrator</i>
Author's Craft	<i>Photograph</i>
Leveled Reader	<i>Nuts for Winter</i> <i>Spark's Toys</i> <i>Dog Bones</i>
Decodable Reader	<i>Charm Scarves; Car Parts</i>
Spelling Words	<i>Cart, barn, arm, art, yarn, harm</i>
High-Frequency Words	<i>Four, large, none, only, put, around</i>
Phonemic Awareness	<i>Phoneme categorization, blending, and segmentation, contrast vowel</i>
Phonics Skill	<i>R- controlled Vowel ar</i>
Structural Analysis	<i>Plurals Change -y to -ies</i>
Oral Vocab Words	<i>Distinguish, classify, organize, entire, startled</i>
Writing	<i>Opinion</i>
Grammar	<i>Words that Join, Capitalize Proper Nouns</i>

Stage 3 – Learning Plan Unit 5 Week2	
Genre	Fantasy
Key Concept	Up in the Sky
Story	<i>Kitten's First Full Moon</i>
Paired Anthology	<i>The Moon</i>

<i>Interactive Cards</i>	<i>A Bird Named Fern</i>
<i>Comprehension Strategy</i>	<i>Make and confirm Predictions</i>
<i>Comprehension Skill</i>	<i>Events: Cause and Effect</i>
<i>Author's Craft</i>	<i>Descriptive Words and Phrases</i>
<i>Leveled Reader</i>	<i>Little Blue's Dream</i> <i>Hide and Seek</i> <i>The Foxes Build a Home</i>
<i>Decodable Reader</i>	<i>Sir Worm and Bad Girl; Bird in the Sky; Ginger and the Stars; Bats Under the Dark Sky</i>
<i>Spelling Words</i>	<i>Her, bird, fur, fern, dirt, work</i>
<i>High-Frequency Words</i>	<i>Another, climb, full, great, poor, through</i>
<i>Phonemic Awareness</i>	<i>Phoneme substitution, blending, and deletion</i>
<i>Phonics Skill</i>	<i>R controlled vowels or, ir, ur, er</i>
<i>Structural Analysis</i>	<i>Suffix -er</i>
<i>Oral Vocab Words</i>	<i>Certain observe, remained, thoughtful, vast</i>
<i>Writing</i>	<i>Informational Text</i>
<i>Grammar</i>	<i>Adjectives, capitalization and End Marks</i>

Stage 3 – Learning Plan Unit 5 Week 3	
Genre	Biography
Key Concept	Great Inventions
Story	<i>Thomas Edison, Inventor</i>
<i>Paired Anthology</i>	<i>Windshield Wipers and Scissors</i>
<i>Interactive Cards</i>	<i>The Story of a Robot Inventor</i>
<i>Comprehension Strategy</i>	<i>Ask and Answer Questions</i>
<i>Comprehension Skill</i>	<i>Details: Problem and Solution</i>
<i>Author's Craft</i>	<i>Descriptive Words and Phrases</i>
<i>Leveled Reader</i>	<i>The Wright Brothers</i>
<i>Decodable Reader</i>	<i>Born to Learn, Sports Stars, A Board That Can Soar, Hard Chores</i>
<i>Spelling Words</i>	<i>Born, corn, core, more, roar, soar</i>
<i>High-Frequency Words</i>	<i>Began, better, guess, learn, right, sure</i>
<i>Phonemic Awareness</i>	<i>Phoneme blending, categorization substitution, blending and addition</i>
<i>Phonics Skill</i>	<i>R controlled vowels or, ore, oar</i>

<i>Structural Analysis</i>	<i>Abbreviation</i>
<i>Oral Vocab Words</i>	<i>Complicated, curious, device, imagine, improve</i>
<i>Writing</i>	<i>Informational Text</i>
<i>Grammar</i>	<i>adjectives, Capitalize Days, Months, and Holidays</i>

Stage 3 – Learning Plan Unit 5 Week 4	
Genre	Realistic Fiction
Key Concept	Sounds All Around
Story	Whistle for Willie
<i>Paired Anthology</i>	<i>Shake! Strike! Strum!</i>
<i>Interactive Cards</i>	<i>Now, What's That Sound?</i>
<i>Comprehension Strategy</i>	<i>Ask and Answer Questions</i>
<i>Comprehension Skill</i>	<i>Events: Problem and Solution</i>
<i>Author's Craft</i>	<i>Directions</i>
<i>Leveled Reader</i>	<i>Thump, Jangle, Crash Down on the Farm Going on a Bird Walk</i>
<i>Decodable Reader</i>	<i>Up or Down Sounds Sounds Around Us</i>
<i>Spelling Words</i>	<i>Cow, town, mouse, how, out, mouth</i>
<i>High-Frequency Words</i>	<i>Color, early, instead, nothing, oh, thought</i>
<i>Phonemic Awareness</i>	<i>Categorization Blending, isolation and substitution</i>
<i>Phonics Skill</i>	<i>Diphthongs ou, ow</i>
<i>Structural Analysis</i>	<i>Comparative Inflectional Endings -er, -est</i>
<i>Oral Vocab Words</i>	<i>Distract, nervous, senses, squeaky, volume</i>
<i>Writing</i>	<i>Narrative</i>
<i>Grammar</i>	<i>Using, a, an, this and that, Capitalize/Underline Book Titles</i>

Stage 3 – Learning Plan Unit 5 Week 5	
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Genre	Informational Text
Key Concept	Build It!
Story	Time for Kids: Building Bridges
<i>Interactive Cards</i>	<i>The Sheep, the Pig, and the Goose Who Set Up House</i>
<i>Comprehension Strategy</i>	<i>Ask and Answer Questions</i>
<i>Comprehension Skill</i>	<i>Details: Cause and Effect</i>
<i>Author's Craft</i>	<i>Captions</i>
<i>Leveled Reader</i>	<i>What is a Yurt?</i>
<i>Decodable Reader</i>	<i>Joy's Birdhouse, Beavers Make Noise</i>
<i>Spelling Words</i>	<i>Spoil, coin, join, joy, toy, boy</i>
<i>High-Frequency Words</i>	<i>Above, build, fall, knew, money, toward</i>
<i>Phonemic Awareness</i>	<i>Phoneme Categorization, blending and segmentation</i>
<i>Phonics Skill</i>	<i>Diphthongs oi, oy</i>
<i>Structural Analysis</i>	<i>Final Stable Syllables</i>
<i>Oral Vocab Words</i>	<i>Contented, intend, marvelous, project, structure</i>
<i>Writing</i>	<i>Opinion</i>
<i>Grammar</i>	<i>Prepositions/Prepositional Phrases and Abbreviations and Periods with Mr. Mrs. Ms, and Dr.</i>

Stage 3 – Learning Plan Unit 5 Week 6	
Review, Extend, and Assess	
Key Concept	
<i>Social Studies Reading and Writing Companion</i>	Time for Kids: Great Ideas
<i>Reader's Theater</i>	<i>Supper With the Queen</i>
<i>Summative Assessment</i>	<i>Unit 5 Summative Assessment</i>

Unit Plan Title	Unit 6
Suggested Time Frame	5 Weeks

Overview / Rationale

In this unit, the students will be focusing on how we can work together to make our lives better. We will discuss some of the rights and responsibilities of people.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards - English Language Arts

- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.3. A. Use commas in dates and to separate single words in a series.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- L.WF.1.3. Demonstrate command and use of the conventions of writing
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning of words and phrases based on grade 1 reading and content.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- RL.CR.1.1. Ask and answer questions about key details in a literary text
- RI.CR.1.1. Ask and answer questions about key details in an informational text
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts
- RL.PP.1.5. Identify who is telling the story at various points in a text.
- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

- RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
- RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts
- RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic
- W.AW.1.1.1. With prompts and support, write opinion pieces on a topic or texts.
- W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks
- SL.PE.1.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

New Jersey Student Learning Standards – Social Studies

- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems

New Jersey Student Learning Standards – Science

- 3-PS2-2 Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.

Computer Science and Design Thinking

Computing Science

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide

Career Readiness, Life Literacies, and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Diversity, Equity, and Inclusion

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Amistad

Addressed in Unit 2

Holocaust

Addressed in Unit 2

Unit 6 Weeks 1

- Genre Focus: Fantasy
- Essential Question: How can we work together to make our lives better?

Unit 6 Week 2

- Genre Focus: Informational Text
- Essential Question: Who Helps You?

Unit 6 Week 3

- Genre Focus: Realistic Fiction
- Essential Question: How can weather affect us?

Unit 6 Week 4

- Genre Focus: Realistic Fiction
- Essential Question: What traditions do you know about?

Unit 6 Week 5

- Genre Focus: Informational Text
- Why do we celebrate holidays?

Unit 6 Week 6

Enduring Understandings:

- Readers can read fiction and nonfiction stories to understand the theme and author's purpose of a text.
- Readers can read closely to identify the problem and solution in a text.
- Students will use speaking and listening skills they have learned to communicate effectively.
- Students can improve their reading and writing by understanding phonics skills.

<ul style="list-style-type: none"> ● Genre Focus: OnlineArticle <p>Essential Question: What traditions do we celebrate?</p>	<ul style="list-style-type: none"> ● Writers can use their writing to tell stories.
<p>Knowledge: <i>Students will know</i></p> <ul style="list-style-type: none"> ● How can we work together to make our lives better? ● Who helps you? ● How can weather affect us? ● What traditions do you know about? ● Why do we celebrate holidays? 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Read and understand a nonfiction text ● Describe the author's purpose ● Reread to help understand a text ● Learn and use antonyms ● Name the features of a nonfiction text ● Visualize what happens in a story ● Identify the causes and effects in a story ● Use similes ● Name the features of Realistic Fiction ● Learn and use metaphors ● Read and use r-controlled vowel syllables ● Read and write unit high frequency words ● Write adverbs that tell how ● Use and identify an author's voice ● Use text evidence to answer a prompt ● Include main idea in writing ● Use own voice in writing ● Listen actively and take turns talking ● Research weather in my state ● Research a holiday

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Student Resources
<p>Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access</p>
Teacher Resources
<p>Wonders Teacher's Edition Unit 6 Leveled Readers Differentiated Genre Passages Content Area BLM (T3C) ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards</p>

Stage 2 – Assessment Evidence
<p>Pre-Assessments:</p> <ul style="list-style-type: none"> ● Placement and Diagnostic Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Selection Tests ● Conference notes ● Small group work notes ● Running Records <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Benchmark Assessments

Stage 3 – Learning Plan Unit 6 Week 1	
Genre	Fantasy
Key Concept	Taking Action
Story	<i>Click, Clack, Moo: Cows That Type</i>
Paired Anthology	<i>Be a Volunteer</i>
Interactive Cards	<i>Super Tools</i>
Comprehension Strategy	<i>Reread</i>
Comprehension Skill	<i>Theme</i>
Author's Craft	<i>Captions</i>
Leveled Reader	<i>Two Hungry Elephants</i> <i>What a Feast</i> <i>Beware of the Lion</i>
Decodable Reader	<i>Rooster and Goose, Choose a Room, Group Rules, Lewis and his New Suit, A Cruise Crew</i>
Spelling Words	<i>Moon, tune, flew, blue, fruit, soup</i>
High-Frequency Words	<i>Answer, brought, busy, door, enough, eyes</i>
Phonemic Awareness	<i>Identify and Produce Rhyme, Syllable Deletion</i>
Phonics Skill	<i>Variant vowel spellings, oo, ou, u_e, ew, ui, ue, u</i>
Structural Analysis	<i>Suffixes -full and -less</i>
Oral Vocab Words	<i>Fair, conflict, shift, risk, argument</i>
Writing	<i>Write a Letter</i>
Grammar	<i>Pronouns I, you, he, she, it, we, they and Capitalize I</i>

Stage 3 – Learning Plan Unit 6 Week2	
Genre	Informational Text
Key Concept	My Team
Story	<i>Meet Rosina</i>
Paired Anthology	<i>Abuelita's Lap</i>
Interactive Cards	<i>All Kinds of Helpers</i>
Comprehension Strategy	<i>Reread</i>
Comprehension Skill	<i>Author's Purpose</i>
Author's Craft	<i>Stanzas and Line Breaks</i>

<i>Leveled Reader</i>	<i>Helping Me, Help You!</i>
<i>Decodable Reader</i>	<i>Paul's Paw, Thank you Authors, Not too Small, My Baseball Casch, A work With Mayor Moose, Teacher Talk</i>
<i>Spelling Words</i>	<i>Haul, cause, saw, claw, paw, dawn</i>
<i>High-Frequency Words</i>	<i>Brother, father, friend, love, mother, picture</i>
<i>Phonemic Awareness</i>	<i>Phoneme Categorization, reversal, blending, segmentation and substitution</i>
<i>Phonics Skill</i>	<i>Variant Vowel Spellings with Digraphs: au, aw, a, augh, ai</i>
<i>Structural Analysis</i>	<i>Vowel Team Syllables</i>
<i>Oral Vocab Words</i>	<i>Decision, distance, inspire, respect, swiftly</i>
<i>Writing</i>	<i>Informational Text</i>
<i>Grammar</i>	<i>Possessive Pronouns and Capitalize days, months, and holidays</i>

Stage 3 – Learning Plan Unit 6 Week 3	
<i>Genre</i>	<i>Realistic Fiction</i>
<i>Key Concept</i>	<i>Weather Together</i>
<i>Story</i>	<i>Rain School</i>
<i>Paired Anthology</i>	<i>Rainy Weather</i>
<i>Interactive Cards</i>	<i>Paul Bunyan and the Popcorn Blizzard</i>
<i>Comprehension Strategy</i>	<i>Visualize</i>
<i>Comprehension Skill</i>	<i>Events: Cause and Effect</i>
<i>Author's Craft</i>	<i>Headings</i>
<i>Leveled Reader</i>	<i>Snow Day, Heat Wave, Rainy Day Fun</i>
<i>Decodable Reader</i>	<i>Miss Wright's Job, A lighthouse Stops Wrecks, Know About Snowstorms, The Rusty Knight</i>
<i>Spelling Words</i>	<i>Gnat, gnu, know, knife, write, wrong</i>
<i>High-Frequency Words</i>	<i>Began, better, guess, learn, right, sure</i>
<i>Phonemic Awareness</i>	<i>Phoneme segmentation, categorization and, substitution</i>
<i>Phonics Skill</i>	<i>Silent letter consonant digraphs: wr, kn, gn</i>
<i>Structural Analysis</i>	<i>Compound Words</i>
<i>Oral Vocab Words</i>	<i>Creative, cycle, frigid, predict, scorching</i>

<i>Writing</i>	<i>Write about the text “Write to Sources</i>
<i>Grammar</i>	<i>SpecialPronouns, commas in dates and letters</i>

Stage 3 – Learning Plan Unit 6 Week 4	
Genre	Realistic Fiction
Key Concept	Sharing Traditions
Story	Lissy’s Friends
<i>Paired Anthology</i>	<i>Making Paper Shapes</i>
<i>Interactive Cards</i>	<i>Let’s Dance</i>
<i>Comprehension Strategy</i>	<i>Visualize</i>
<i>Comprehension Skill</i>	<i>Theme</i>
<i>Author’s Craft</i>	<i>Directions</i>
<i>Leveled Reader</i>	<i>The Quilt Latkes for Sam Patty Jumps</i>
<i>Decodable Reader</i>	<i>Three Shrimp A Thrilling Dance</i>
<i>Spelling Words</i>	<i>Strike, spray, splash, split, scrape, three</i>
<i>High-Frequency Words</i>	<i>Before, front, heard, push, tomorrow, your</i>
<i>Phonemic Awareness</i>	<i>Categorization Blending, segmentation, and substitution</i>
<i>Phonics Skill</i>	<i>Three letter consonant blends</i>
<i>Structural Analysis</i>	<i>Inflectional endings -ed and -ing</i>
<i>Oral Vocab Words</i>	<i>Ancient, drama, effort, movement, tradition</i>
<i>Writing</i>	<i>Write a Letter</i>
<i>Grammar</i>	<i>Subjective and Objective Pronouns, Commas in dates and letters</i>

Stage 3 – Learning Plan Unit 6 Week 5	
Genre	Informational Text
Key Concept	Celebrate America!
Story	Time for Kids:Happy Birthday U.S.A.!

<i>Interactive Cards</i>	<i>Celebrate the Flag</i>
<i>Comprehension Strategy</i>	<i>Reread</i>
<i>Comprehension Skill</i>	<i>Author's Purpose</i>
<i>Author's Craft</i>	<i>Captions</i>
<i>Leveled Reader</i>	<i>It's Labor Day!</i>
<i>Decodable Reader</i>	<i>A Pair at the Fair, Lights in the Air, The Bears Prepare a feast, Leaders, Care</i>
<i>Spelling Words</i>	<i>Fair, pair, bear, wear, spare, share</i>
<i>High-Frequency Words</i>	<i>Favorite, few, gone, surprise, wonder, young</i>
<i>Phonemic Awareness</i>	<i>Syllable deletion and addition</i>
<i>Phonics Skill</i>	<i>R- controlled vowels air, are, ear</i>
<i>Structural Analysis</i>	<i>R- controlled vowel syllables</i>
<i>Oral Vocab Words</i>	<i>Design, display, pride, purpose, represent</i>
<i>Writing</i>	<i>Opinion</i>
<i>Grammar</i>	<i>Adverbs that tell how, abbreviations</i>

Stage 3 – Learning Plan Unit 6 Week 6	
Review, Extend, and Assess	
Key Concept	
<i>Social Studies Reading and Writing Companion</i>	Time for Kids: This Land is Our Land
<i>Reader's Theater</i>	<i>The Goat Has GOT to Go!</i>
<i>Summative Assessment</i>	<i>Unit 6 Summative Assessment</i>