

FAIRFIELD TOWNSHIP SCHOOL
Grade 1 ELA Curriculum Guide

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.1.1 RI.1.1 RF.1.1A RL.1.3 RI.1.5 RF.1.2A,B RL.1.5 RI.1.10 RL.1.6 RF.1.4A RL.1.7 RL.1.10	Primary Focus Standards: W.1.2 W.1.3 W.1.5	Primary Focus Standards: SL.1.1A SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1A,B L.1.2A,B L.1.5A L.1.6
	Text Type: <ul style="list-style-type: none"> • Literary • Informational 	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> • Informative/explanatory writing • Narrative writing 	Task type: <ul style="list-style-type: none"> • Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> • Demonstrate command of standard English grammar and mechanics when writing or speaking
Unit 2	Primary Focus Standards: RL.1.1 RI.1.1 RF.1.1A RL.1.3 RI.1.3 RF.1.2A,B,C RL.1.10 RI.1.4 RF.1.3A,B,C RI.1.6 RF.1.4A,B RI.1.7 RI.1.10	Primary Focus Standards: W.1.2 W.1.3 W.1.5	Primary Focus Standards: SL.1.1A,B SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1A,B,C,D,E L.2.A,B,C,D L.1.5A,B L.1.6

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	RL.1.7 RL.1.9 RL.1.10 RI.1.4 RI.1.7 RI.1.8 RI.1.9 RI.1.10 RF.1.4A,B,C	W.1.5 W.1.6 W.1.7 W.1.8	SL.1.3 SL.1.4 SL.1.5 SL.1.6	L.1.4A,B,C L.1.5C,D L.1.6
	Text Type: <ul style="list-style-type: none"> • Literary • Informational 	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> • Opinion writing • Narrative writing • Routine writing 	Task type: <ul style="list-style-type: none"> • Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> • Demonstrate command of standard English grammar and mechanics when writing or speaking
Suggested Open Educational Resources	Reading <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.jenniferserravallo.com/blog • http://www.wegivebooks.org/books • http://www.nwp.org/cs/public/print/resource_topic/teaching_reading • http://www.sightwords.com/ • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.lesterlaminack.com/blog.htm • www.seymoursimon.com/index.php/blog • https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684 	Writing & Language <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://www.schrockguide.net/ - (technology resource) • http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 	Speaking & Listening <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html 	Critical Thinking <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html • www.seymoursimon.com/index.php/blog

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Intervention Checklist:

<https://docs.google.com/spreadsheets/d/1AqmBNyteomM2Y2PbMIOGqeRUJl6Cmi2S-5HAnzYaJeo/edit#gid=0>

Understand and use technology systems.

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Select and use applications effectively and productively.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Unit 1 Grade 1

Unit 1 Reading Standards

Transfer

RL.1.1. Ask and answer questions about key details in a text.

RI.1.1. Ask and answer questions about key details in a text.

- Understand what key details in the text are
- Determine what key details are in a text
- Recall key details of texts
- Ask and answer questions about key details
- Ask and prompt who, what where, when, why and how regarding details of a text
- Answer when prompted and use key details from the text
- Ask and answer questions about key details, with support

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

- Identify key story details
- Provide a description of characters in a story using key details

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		<ul style="list-style-type: none"> ● Provide a description of the setting of a story using key details ● Provide a description of the major events in a story using key details
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.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or	RL.1.5: <ul style="list-style-type: none"> ● Read a variety of narrative and informational texts ● Identify the traits of narrative texts and informational texts ● Compare and contrast narrative and informational text, focusing on how they are different ● Explain the differences between narrative and informational texts
		RI.1.5: <ul style="list-style-type: none"> ● Determine what text features help locate important information ● Use headings to help understand text ● Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc)
RL.1.6. Identify who is telling the story at various points in a text.		<ul style="list-style-type: none"> ● Explain the function of a narrator ● Determine the narrator who is telling a story ● Identify when the narrator changes
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.		<ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the story ● Identify an illustration that helps to describe the character, setting, or events ● Explain how illustrations describe important story elements ● Identify story details that describe story elements ● Describe elements of the story using story details
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.	RI.1.10. With prompting and support, read informational texts at grade level complexity or above.	<ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits that lead to reading increasingly complex texts independently

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<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<ul style="list-style-type: none"> ● Understand how a sentence is organized ● Identify the first word of a sentence ● Identify the capitalization used to begin the sentence ● Identify the various types of end punctuation
<p>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.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>		<ul style="list-style-type: none"> ● Identify the long and short vowel sounds in words ● Explain the difference between the long and short vowel sounds ● Produce the sound for each letter and blend to make a word ● Discern letter sounds at the beginning, middle, and end of words ● Take apart a word by sounds
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p>		<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Reread text to better understand what was read, when necessary ●
<p>Unit 1 Writing Standards</p>		<p>Unit 1 Writing Critical Knowledge and Skills</p>
<p>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.</p>		<ul style="list-style-type: none"> ● Discern facts from opinion ● Introduce a topic that is well known ● Include some facts about a topic ● Write a closing statement
<p>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.</p>		<ul style="list-style-type: none"> ● Tell events in a sequence ● Describe events using details ● Use sequence words to show order of events (e.g., now, when, then) ● End with a closing sentence
<p>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.</p>		<ul style="list-style-type: none"> ● Explain what was written when questions are asked by adults and peers ● Reflect on writing and make changes ● Add descriptive words and details

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	<ul style="list-style-type: none"> Attempt to recognize and correct spelling, grammar and punctuation errors
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<ul style="list-style-type: none"> Participate in variety of rich structured conversations about grade appropriate topics and texts Follow agreed upon rules for listening to others and taking turns speaking about topics and texts Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> Ask and answer questions about a text read aloud or information through other media to better student understanding Practice asking questions for clarification of key details Actively listen to presented information to answer questions
<p>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.</p>	<ul style="list-style-type: none"> Use strategies for asking questions that are on a topic Use strategies for understanding and answering questions asked of them
<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> Describe familiar people Tell about familiar places Describe memorable events Explain familiar events Report facts and details about experiences feelings and emotions

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	<ul style="list-style-type: none"> •
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to clearly express ideas
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas in complete sentences • Speak audibly to naturally express ideas •
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">L.1.1.A. Print all upper- and lowercase letters.</p> <p style="padding-left: 40px;">L.1.1.B. Use common, proper, and possessive nouns.</p>	<ul style="list-style-type: none"> • Form all upper and lowercase letters with appropriate sizing and spacing • Identify common and proper nouns and provide examples of each • Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading)
<p>L1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">L.1.2.A. Capitalize dates and names of people.</p> <p style="padding-left: 40px;">L.1.2.B. Use end punctuation for sentences.</p>	<ul style="list-style-type: none"> • Recognize the names of people, days of the week, and months of the year • Capitalize the appropriate words in the date and the names of people • Identify different types of end punctuation • Apply appropriate end punctuation to writing
<p>L1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> • Group words into categories that logically fit together • Explain why the words belong in a group

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<p>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).</p>	<ul style="list-style-type: none"> ● Use vocabulary accurately in speaking and writing ● Demonstrate using conjunctions in speaking and writing ● Listen, share and read a variety of texts ● Use new words and phrases when writing, reading and responding to texts
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Unit 1 Grade 1

District/School Formative Assessment Plan	District/School Summative Assessment Plan
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<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Open-Ended Responses ● Journal Entries ● Reading Logs ● Exit Tickets 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments
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District/School Texts	District/School Supplementary Resources
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<p>Reading Street Reading Series (Units R/1)</p>	<p>Reading A-Z.com, Youtube, abcya.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, IXL</p>
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Vocabulary	Instruction and Pacing
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<p>Characters</p> <p>Setting</p> <p>Details</p> <p>Beginning</p> <p>Middle</p> <p>End</p> <p>Events</p> <p>After</p> <p>Before</p> <p>Finally</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Diagnostic testing</td> <td style="width: 20%; text-align: center;">1 week</td> </tr> <tr> <td>High frequency words and decoding short vowel</td> <td rowspan="4" style="text-align: center; vertical-align: middle;">6 weeks</td> </tr> <tr> <td>Write a sentences</td> </tr> <tr> <td>Write or draw a story</td> </tr> <tr> <td>Segmenting words</td> </tr> <tr> <td>Using nouns, verbs, and adjectives</td> <td></td> </tr> <tr> <td>Unit Benchmark/GRL testing</td> <td style="text-align: center;">1 week</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td style="text-align: right;">total</td> <td style="text-align: center;">8 weeks</td> </tr> </table>	Diagnostic testing	1 week	High frequency words and decoding short vowel	6 weeks	Write a sentences	Write or draw a story	Segmenting words	Using nouns, verbs, and adjectives		Unit Benchmark/GRL testing	1 week			total	8 weeks
Diagnostic testing	1 week															
High frequency words and decoding short vowel	6 weeks															
Write a sentences																
Write or draw a story																
Segmenting words																
Using nouns, verbs, and adjectives																
Unit Benchmark/GRL testing	1 week															
total	8 weeks															
Differentiation and Accommodations	ELL Differentiation and Accommodations															

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<p>Provide graphic organizers Provide additional examples and opportunities of problems for repetition Provide tutoring opportunities Provide retesting opportunities after remediation (up to teacher and district discretion) Teach for mastery; not the test Teaching concepts in different modalities Adjust pace and homework assignments Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall Adjust pace and homework assignments Offer performance tasks of varied levels Include more scaffolding questions and tasks</p>	<p>Teach students to answer questions in the format of the test Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives Picture vocabulary Picture books Simplified language for understanding Reader's Theater Modify homework, assignments and assessment (can be oral if necessary) Cooperative learning Read directions and stories Language support cards Read aloud retell and then progress to shared story retell for Benchmark practice and assessment Additional center work focusing on HFW Additional phonemic awareness teaching and practice Re-teach alphabet and alphabet sounds</p>
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Meaning

Enduring Understanding Essential Questions

<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Sounds work together to make words. ● There are strategies good readers use to figure out words they don't know. ● Stories have a beginning, middle and an end. 	<p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> ● What do good readers do when they come to a word they do not know? ● What makes writing worth reading?
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Common Misconceptions	Proper Conception
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<p>A period goes at the end of each line of writing rather than at the end of a sentence. All sentences end with a period. When you come to a word you do not know, you should <i>always</i> sound it out. Student ideas or experiences aren't valued.</p>	<p>End marks should be placed at the end of the complete thought. Ending punctuation depends on the type of sentence. There are many strategies good readers use to figure out unknown words. Student ideas can be expressed in writing and/or drawing and shared with the class</p>
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District/School Writing Tasks

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Primary Focus	Secondary Focus	Routine Writing
<p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p><i>Read and write using high frequency words. Write a sentence with a capital letter, a punctuation mark, and names capitalized. Write or draw a story with a beginning, middle, and end.</i></p>	<p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by

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Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Unit 2 Grade 1		
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Understand what key details are • Determine what key details are in a text <ul style="list-style-type: none"> • Recall key details of texts • Ask and answer questions about key details • Ask and prompt who, what where, when, why and how regarding details of a

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		<p>text</p> <ul style="list-style-type: none"> • Answer when prompted and use key details from the text • Ask and answer questions about key details, with support
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>RL.1.3:</p> <ul style="list-style-type: none"> • Identify key story details • Provide a description of characters in a story using key details • Provide a description of the setting of a story using key details • Provide a description of the major events in a story using key details
		<p>RI.1.3:</p> <ul style="list-style-type: none"> • Identify the key people, events, ideas, or information in a text • Explain how two individuals, events, ideas or pieces of information are linked
	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> • Identify words in text where the meaning is unclear or unknown • Ask and answer questions to help understand what words and phrases mean in the text • Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content • Use strategies when faced with an unknown word
	RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> • Determine the difference between information gained by examining pictures and information gained from the words in the text • Identify the difference between what pictures show and what the words in the text say
	RI.1.7. Use illustrations and details in a text to describe its key details.	<ul style="list-style-type: none"> • Interpret illustrations to develop a better understanding of the text • Identify an illustration that helps describe the key details

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		<ul style="list-style-type: none"> ● Explain how illustrations describe important key details ● Describe a text using the details
<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p>RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</p>	<ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits that lead to reading increasingly complex texts independently
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<ul style="list-style-type: none"> ● Understand how a sentence is organized ● Identify the first word of a sentence ● Identify the capitalization used to begin the sentence ● Identify the various types of end punctuation
<p>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.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>		<ul style="list-style-type: none"> ● Identify long and short vowel sounds in single syllable words ● Produce the sound for each letter and blend to make a word ● Take apart a word by sounds ● Discern letter sounds at the beginning, middle, and end of words ● Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3.B. Decode regularly spelled one-syllable words.</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for</p>		<ul style="list-style-type: none"> ● Identify digraphs in orally produced words ● Produce the letters that make the sounds in words with digraphs ● Use specific strategies to decode words with digraphs ● Produce the letter sounds to make a one-syllable word ● Identify irregularly spelled words when reading

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<p>representing long vowel sounds.</p>	<ul style="list-style-type: none"> ● Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding. RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Reread text to better understand what was read, when necessary
<p>Unit 2 Writing Standards</p>	<p>Unit 2 Writing Critical Knowledge and Skills</p>
<p>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.</p>	<ul style="list-style-type: none"> ● Discern facts from opinion ● Introduce a topic that is well known ● Include some facts about a topic ● Write a closing statement
<p>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.</p>	<ul style="list-style-type: none"> ● Tell events in a sequence ● Describe events using details ● Use sequence words to show order of events (e.g., now, when, then) ● End with a closing sentence
<p>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.</p>	<ul style="list-style-type: none"> ● Explain what was written when questions are asked by adults and peers ● Reflect on writing and make changes ● Add descriptive words and details ● Attempt to recognize and correct spelling, grammar and punctuation errors
<p>Unit 2 Speaking and Listening Standards</p>	<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>

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<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<ul style="list-style-type: none"> ● Participate in variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) ● Use strategies to respond to the comments of others to build the conversation
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification of key details ● Actively listen to presented information to answer questions
<p>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.</p>	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them
<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about experiences feelings and emotions
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> ● Add visuals in order to present detailed information to others ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to clearly express ideas
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas in complete sentences

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	<ul style="list-style-type: none"> • Speak audibly to naturally express ideas
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A. Print all upper- and lowercase letters.</p> <p>L.1.1.B. Use common, proper, and possessive nouns.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<ul style="list-style-type: none"> • Formation of upper and lowercase letters • Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading) • Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking • Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking • Identify different tenses of verbs in reading • Explain how verbs can express past, present, and future • Use verb tense to express past, present, and future in writing
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<ul style="list-style-type: none"> • Recognize the names of people, days of the week, and months of the year • Capitalize the appropriate words in the date and the names of people • Identify different types of end punctuation • Apply appropriate end punctuation to writing • Recognize the comma: Explain the purpose and function of a comma • Apply rules for using commas in writing to dates and to single word series • Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation • Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling)

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<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<ul style="list-style-type: none"> ● Group words into categories that logically fit together ● Explain why the words belong in a group ● Identify attributes of words put into categories ● Use the attribute to extend the definition of categorized words
<p>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).</p>	<ul style="list-style-type: none"> ● Use vocabulary accurately in speaking and writing ● Demonstrate using conjunctions in speaking and writing ● Listen, share and read a variety of texts ● Use new words and phrases when writing, reading and responding to texts

Unit 2 Grade 1	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Open-Ended Responses ● Journal Entries ● Reading Logs ● Exit Tickets 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments ● Mid-Year Test

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District/School Texts	District/School Supplementary Resources							
Reading Street Reading Series (Units 2/3)	Reading A-Z.com, Youtube, abcya.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, IXL							
Vocabulary	Instruction and Pacing							
<p align="center"> Characters Setting Details Main Idea Beginning Middle End Events Retell Illustrate </p>	<table border="1"> <tbody> <tr> <td align="center"> Main idea Reading strategies Sentences dictated Blending phonemes Short vowels Writing stories </td> <td align="center">6 weeks</td> </tr> <tr> <td align="center">Unit Benchmark/GRL testing</td> <td align="center">1 week</td> </tr> <tr> <td align="right">total</td> <td align="center">7 weeks</td> </tr> </tbody> </table>		Main idea Reading strategies Sentences dictated Blending phonemes Short vowels Writing stories	6 weeks	Unit Benchmark/GRL testing	1 week	total	7 weeks
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total	7 weeks							

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Differentiation and Accommodations	ELL Differentiation and Accommodations
<p>Provide graphic organizers Provide additional examples and opportunities of problems for repetition Provide tutoring opportunities Provide retesting opportunities after remediation (up to teacher and district discretion) Teach for mastery; not the test Teaching concepts in different modalities Adjust pace and homework assignments Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall Adjust pace and homework assignments Offer performance tasks of varied levels Include more scaffolding questions and tasks</p>	<p>Teach students to answer questions in the format of the test Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives Picture vocabulary Picture books Simplified language for understanding Reader's Theater Modify homework, assignments and assessment (can be oral if necessary) Cooperative learning Read directions and stories Language support cards Read aloud retell and then progress to shared story retell for Benchmark practice and assessment Additional center work focusing on HFW Additional phonemic awareness teaching and practice Re-teach alphabet and alphabet sounds</p>
Meaning	
Enduring Understanding Essential Questions	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Good readers use a variety of strategies to help aid in their reading and comprehension. • Stories have characters, a setting, and a plot. 	<p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> • What lessons can we learn from story characters? • Why is the order of story events important when we write a story? • How do words and pictures help tell a story? • How can we use what we learn to be better readers?
Common Misconceptions	Proper Conception
<p align="center">Children are not real authors.</p>	<p align="center">Student ideas can be expressed in writing and/or drawing and shared with the class.</p>
District/School Writing Tasks	

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Primary Focus	Secondary Focus	Routine Writing
<i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i>	<i>Apply reading strategies to aid their reading and comprehension. Comprehend the main idea of a story Make a personal connection to the events or a character's actions and feelings.</i>	<i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i>

Performance Task

You are asked by your mother what you learned in school today. You want to tell her about the story your teacher read to you today. Illustrate the main events in the story and to write a sentence about each event.

Rubric

3 point answer – Includes a picture and a sentence for beginning middle and end of story

2 point answer – Includes a picture or a sentence for at least two events in the story

1 point answer – Includes a picture or a sentence for one or no events

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

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- CRP1 Act as a Responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively within reason.
- CRP5 Consider the environmental, social and economic impacts of decisions.
- CRP 6 Demonstrate creativity and innovation.
- CRP7 Employ valid and reliable research strategies.
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9 Model integrity, ethical leadership and effective management.
- CRP11 Use technology to enhance productivity.
- CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

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Unit 3 Grade 1		
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> ● Understand what key details are ● Determine what key details are in a text <ul style="list-style-type: none"> ● Recall key details of texts ● Ask and answer questions about key details ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details, with support
RL.1.2. Retell stories, including key details, and demonstrate	RI.1.2. Identify the main topic and	RL.1.2:

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understanding of their central message or lesson.	retell key details of a text.	<ul style="list-style-type: none"> ● Identify the key details of a story ● Retell stories in their words capturing the key details ● Explain the story’s central idea or message
		RI.1.2: <ul style="list-style-type: none"> ● Identify the key details of a text ● Retell texts in their own words capturing the key details ● Identify the main topic of the text
	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3: <ul style="list-style-type: none"> ● Identify the key people, events, ideas, or information in a text ● Explain how two individuals, events, ideas or pieces of information are linked
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RL.1.4: <ul style="list-style-type: none"> ● Recognize feeling words and phrases in texts ● Recognize sensory words texts ● Describe what feeling or sense the words and phrases are appealing to
		RI.1.4: <ul style="list-style-type: none"> ● Identify words in text where the meaning is unclear or unknown ● Ask and answer questions to help understand what words and phrases mean in the text ● Provide a statement or other expression that shows understanding of unknown words in a informational text, using text content ● Use strategies when faced with an unknown word

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<p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>RI.1.7. Use illustrations and details in a text to describe its key details.</p>	<p>RL.1.7:</p> <ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the story ● Identify an illustration that helps to describe the character, setting, events ● Explain how illustrations describe important story elements ● Describe story elements using story details <hr/> <p>RI.1.7:</p> <ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the text ● Identify an illustration that helps describe the key details ● Explain how illustrations describe important key details ● Describe a text using the details
<p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RL.1.9:</p> <ul style="list-style-type: none"> ● Identify the characters in stories ● Describe characters' experiences in the stories ● Identify similarities and differences in characters' experiences in stories ● Identify similarities and differences in what happened to the characters ● Determine how characters solve problems <hr/> <p>RI.1.9:</p> <ul style="list-style-type: none"> ● Describe texts that are read, using various points (e.g., pictures, descriptions, etc) ● Identify the similarities and differences of two texts on the same topic ● Use various points of comparison (e.g., pictures, descriptions, etc)
<p>RL.1.10. With prompting and support, read and comprehend stories and</p>	<p>RI.1.10. With prompting and support, read informational texts at grade</p>	<ul style="list-style-type: none"> ● Participate in reading activities, either in a group or independently

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poetry at grade level complexity or above.	level complexity or above.	<ul style="list-style-type: none"> ● Articulate the purpose of the reading activities ● Model and develop engaging reading habits that lead to reading increasingly complex texts independently
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<ul style="list-style-type: none"> ● Understand how a sentence is organized ● Identify the first word of a sentence ● Identify the capitalization used to begin the sentence ● Identify the various types of end punctuation
<p>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.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.2.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>		<ul style="list-style-type: none"> ● Identify long and short vowel sounds in single syllable words ● Produce the sound for each letter and blend to make a word ● Take apart a word by sounds ● Discern letter sounds at the beginning, middle, and end of words ● Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words ● Determine each phoneme of spoken one-syllable words
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly</p>		<ul style="list-style-type: none"> ● Identify digraphs in orally produced words ● Produce the letters that make the sounds in words with digraphs ● Use specific strategies to decode words with digraphs ● Produce the letter sounds to make a one-syllable word ● Identify irregularly spelled words when reading ● Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding

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<p>spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>	<ul style="list-style-type: none"> ● Identify long and short vowels when reading one-syllable words ● Accurately read both long and short vowels in common one-syllable words ● Use specific strategies to decode words using syllables ● Recognize the vowel sound in every syllable
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding. RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary
<p>Unit 3 Writing Standards</p>	<p>Unit 3 Writing Critical Knowledge and Skills</p>
<p>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.</p>	<ul style="list-style-type: none"> ● Introduce the topic ● Express an opinion on the topic ● Include a reason to support the opinion ● Include a closing statement or section
<p>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.</p>	<ul style="list-style-type: none"> ● Discern facts from opinion ● Introduce a topic that is well known ● Include some facts about a topic ● Write a closing statement
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to</p>	<ul style="list-style-type: none"> ● Respond to adults' and peers' (conferences and writing partner) questions and

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<p>questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<p>suggestions</p> <ul style="list-style-type: none"> ● Reflect on writing and make changes ● Add descriptive words and details ● Recognize and correct spelling, grammar and punctuation errors
<p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> ● Use technology to create and publish writing, with support when necessary ● Use technology to collaborate with peers, with adult support when necessary
<p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> ● Understand their role in the shared projects ● Contribute to the project from beginning to end ● Use graphic organizers to aid in collaboration
<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ● Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions ● Take notes on the key details of provided information ● Read provided information to answer research questions and take notes ● Recall from their own background knowledge to answer research questions
<p>Unit 3 Speaking and Listening Standards</p>	<p>Unit 3 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> ● Participate in variety of rich structured conversations about grade appropriate topics and texts ● Follow agreed upon rules for listening to others and taking turns speaking about topics and texts ● Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) ● Use strategies to respond to the comments of others to build the conversation ● Ask question(s) when confused during a discussion

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<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification of key details ● Actively listen to presented information to answer questions
<p>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.</p>	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them
<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about experiences feelings and emotions
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> ● Add visuals in order to present detailed information to others ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to clearly express ideas
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas in complete sentences ● Speak audibly to naturally express ideas
<p>Unit 3 Language Standards</p>	<p>Unit 3 Language Critical Knowledge and Skills</p>
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p style="padding-left: 20px;">L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my;</p>	<ul style="list-style-type: none"> ● Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking ● Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking ● Identify different tenses of verbs in reading

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<p>they, them, their, anyone, everything).</p> <p>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p>	<ul style="list-style-type: none"> ● Explain how verbs can express past, present, and future ● Use verb tense to express past, present, and future in writing ● Identify adjectives and explain their function in reading ● Use common adjectives in writing ● Identify conjunctions and explain their function in reading ● Use common conjunctions in writing ● Identify determiners and explain their function in reading ● Use determiners in writing
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> ● Understand that dates and names are capitalized ● Recognize proper nouns when reading and apply when writing ● Apply knowledge of ending punctuation to writing ● Recognize the comma ● Explain the purpose and function of a comma ● Apply rules for using commas in writing to dates and to single word series ● Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation ● Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing,</p>	<ul style="list-style-type: none"> ● Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts ● Explain the meaning of common affixes ● Demonstrate accurate inflection when reading (reading a question vs. reading a statement)

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<p>re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> ● Use knowledge of common affixes and inflection to understand words ● Apply root words and their inflectional forms in reading, writing and speaking ● Consistently decode words using the meaning of affixes root word, and inflection as a clue
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<ul style="list-style-type: none"> ● Group words into categories that logically fit together ● Explain why the words belong in a group ● Identify attributes of words put into categories ● Use the attribute to extend the definition of categorized words ● Use and understand words that are rich in meaning in reading, speaking, and writing ● Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing
<p>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).</p>	<ul style="list-style-type: none"> ● Use vocabulary accurately in speaking and writing ● Demonstrate using conjunctions in speaking and writing ● Listen, share and read a variety of texts ● Use new words and phrases when writing, reading and responding to texts

Unit 3 Grade 1	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level

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<ul style="list-style-type: none"> ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Open-Ended Responses ● Journal Entries ● Reading Logs ● Exit Tickets 	<ul style="list-style-type: none"> ● Performance Task ● EdConnect Assessments 						
District/School Texts	District/School Supplementary Resources						
<p>Reading Street Reading Series (Units 3/4)</p>	<p>Reading A-Z.com, Youtube, abcy.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, IXL</p>						
Vocabulary	Instruction and Pacing						
<p>details, meaning of text, main idea, describe, information, text, events, Individuals, text features, locate, diagrams, time lines, illustrations, author, Informational text, compare/ contrast, explain, long vowels, short vowels, decode, syllable, context clues, explanatory text, recall, character, setting</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td align="center" data-bbox="1087 833 1772 1052"> High frequency words Write a narrative Main Idea Short and long vowel words Blend words </td> <td align="center" data-bbox="1772 833 2003 1052"> 6 weeks </td> </tr> <tr> <td align="center" data-bbox="1087 1052 1772 1105"> Unit Benchmark/GRL testing </td> <td align="center" data-bbox="1772 1052 2003 1105"> 1 week </td> </tr> <tr> <td align="right" data-bbox="1087 1105 1772 1214"> total </td> <td align="center" data-bbox="1772 1105 2003 1214"> 7 weeks </td> </tr> </table>	High frequency words Write a narrative Main Idea Short and long vowel words Blend words	6 weeks	Unit Benchmark/GRL testing	1 week	total	7 weeks
High frequency words Write a narrative Main Idea Short and long vowel words Blend words	6 weeks						
Unit Benchmark/GRL testing	1 week						
total	7 weeks						
Differentiation and Accommodations	ELL Differentiation and Accommodations						

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<p>Provide graphic organizers Provide additional examples and opportunities of problems for repetition Provide tutoring opportunities Provide retesting opportunities after remediation (up to teacher and district discretion) Teach for mastery; not the test Teaching concepts in different modalities Adjust pace and homework assignments Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall Adjust pace and homework assignments Offer performance tasks of varied levels Include more scaffolding questions and tasks</p>	<p>Teach students to answer questions in the format of the test Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives Picture vocabulary Picture books Simplified language for understanding Reader's Theater Modify homework, assignments and assessment (can be oral if necessary) Cooperative learning Read directions and stories Language support cards Read aloud retell and then progress to shared story retell for Benchmark practice and assessment Additional center work focusing on HFW Additional phonemic awareness teaching and practice Re-teach alphabet and alphabet sounds</p>
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Meaning

Enduring Understanding Essential Questions

<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Some books tell a narrative story and some books give information. ● Vowels have a long and short sound. 	<p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> ● Why is it important to pay attention to the details in what you read? ● What kinds of things can we describe in our writing?
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Common Misconceptions	Proper Conception
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<p>After each sentence, you should go down to the next line to write a new sentence. A student may feel that if he/she can say all the words on the page, he/she is being a “good” reader.</p>	<p>After each sentence, you should go down to the next line to write a new sentence. A student may feel that if he/she can say all the words on the page, he/she is being a “good” reader.</p>
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District/School Writing Tasks

<p>Primary Focus</p> <p><i>District created writing prompts & rubrics to meet EOC goals</i></p>	<p>Secondary Focus <i>Read and recognize high frequency words in and out of content. Retell the story elements of a narrative and informational</i></p>	<p>Routine Writing</p> <p><i>Daily writing or writing that is done several times</i></p>
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<i>& targets : Informational or Literary.</i>	<i>text orally and in writing. Make a personal connection to the events or a character's actions and feelings.</i>	<i>over a week (journals), writing centers, UDLs.</i>
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Performance Task

Performance Task (optional)

Name: _____ Date: _____

Writing Opinions Based on Facts

Read about Helen Keller. Write down facts about what Helen did to try to speak with her parents. Then, write your opinion on how you think she felt about wanting to communicate with people.

Facts I Learned	My Opinion

Facts I Learned	My Opinion

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Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

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Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

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Unit 4 Grade 1		
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> ● Understand what key details are ● Determine what key details are in a text <ul style="list-style-type: none"> ● Recall key details of texts ● Ask and answer questions about key details ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details, with support
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.2. Identify the main topic and retell key details of a text.	RL.1.2: <ul style="list-style-type: none"> ● Identify the key details of a story ● Retell stories in their words capturing the key details ● Explain the story’s central idea or message
		RI.1.2: <ul style="list-style-type: none"> ● Identify the key details of a text ● Retell texts in their own words capturing the key details ● Identify the main topic of the text
	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces	<ul style="list-style-type: none"> ● Identify the key people, events, ideas, or information in a text ● Explain how two individuals, events, ideas or pieces of information are

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	of information in a text.	linked
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RL.1.4: <ul style="list-style-type: none"> ● Recognize feeling words and phrases in texts ● Recognize sensory words texts ● Describe what feeling or sense the words and phrases are appealing to
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	RI.1.7. Use illustrations and details in a text to describe its key details.	RL.1.7: <ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the story ● Identify an illustration that helps to describe the character, setting, events ● Explain how illustrations describe important story elements ● Describe story elements using story details
		RI.1.7: <ul style="list-style-type: none"> ● Interpret illustrations to develop a better understanding of the text ● Identify an illustration that helps describe the key details ● Explain how illustrations describe important key details ● Describe a text using the details
	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.	<ul style="list-style-type: none"> ● Identify the key points an author is making in a text ● Recognize the author’s reasoning by finding support within the text ● Explain how this information is useful, with scaffolding, as needed
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RL.1.9: <ul style="list-style-type: none"> ● Identify the characters in stories ● Describe characters’ experiences in the stories ● Identify similarities and differences in characters’ experiences in stories ● Identify similarities and differences in what happened to the characters

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		<ul style="list-style-type: none"> • Determine how characters solve problems
<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p>RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</p>	<p>RI.1.9:</p> <ul style="list-style-type: none"> • Describe texts that are read, using various points (e.g., pictures, descriptions, etc) • Identify the similarities and differences of two texts on the same topic • Use various points of comparison (e.g., pictures, descriptions, etc) <ul style="list-style-type: none"> • Participate in reading activities, either in a group or independently • Articulate the purpose of the reading activities • Model and develop engaging reading habits that lead to reading increasingly complex texts independently
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<ul style="list-style-type: none"> • Understand how a sentence is organized • Identify the first word of a sentence • Identify the capitalization used to begin the sentence • Identify the various types of end punctuation
<p>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.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence</p>		<ul style="list-style-type: none"> • Identify long and short vowel sounds in single syllable words • Produce the sound for each letter and blend to make a word • Take apart a word by sounds • Discern letter sounds at the beginning, middle, and end of words • Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words • Determine each phoneme of spoken one-syllable words

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<p>of individual sounds (phonemes).</p>	
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>	<ul style="list-style-type: none"> ● Identify digraphs in orally produced words ● Produce the letters that make the sounds in words with digraphs ● Use specific strategies to decode words with digraphs ● Produce the letter sounds to make a one-syllable word ● Identify irregularly spelled words when reading ● Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding ● Identify long and short vowels when reading one-syllable words ● Accurately read both long and short vowels in common one-syllable words ● Use specific strategies to decode words using syllables ● Recognize the vowel sound in every syllable
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Understand grade-level text when reading ● Read grade-level text aloud, making minimal errors ● Use an appropriate rate when reading aloud ● Use appropriate expression and inflection when reading text aloud ● Use appropriate self-correction strategies to read words and for understanding ● Reread text to better understand what was read, when necessary
<p>Unit 4 Writing Standards</p>	<p>Unit 4 Writing Critical Knowledge and Skills</p>
<p>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</p>	<ul style="list-style-type: none"> ● Introduce the topic

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<p>some sense of closure.</p>	<ul style="list-style-type: none"> ● Express an opinion on the topic ● Include a reason to support the opinion ● Include a closing statement or section
<p>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.</p>	<ul style="list-style-type: none"> ● Tell events in a sequence ● Describe events using details ● Use sequence words to show order of events (e.g., now, when, then) ● End with a closing sentence
<p>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.</p>	<ul style="list-style-type: none"> ● Respond to adults' and peers' (conferences and writing partner) questions and suggestions ● Reflect on writing and make changes ● Add descriptive words and details ● Recognize and correct spelling, grammar and punctuation errors
<p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> ● Use technology to create and publish writing, with support when necessary ● Use technology to collaborate with peers, with adult support when necessary
<p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> ● Understand their role in the shared projects ● Contribute to the project from beginning to end ● Use graphic organizers to aid in collaboration
<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> ● Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions ● Take notes on the key details of provided information ● Read provided information to answer research questions and take notes ● Recall from their own background knowledge to answer research

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Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p style="text-align: center;">questions</p> <ul style="list-style-type: none"> ● Participate in a variety of conversation (such as whole class discussions, literature circles, buddy reading and writing partners) ● Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) ● Ask question(s) when confused about a discussion
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> ● Ask and answer questions about a text read aloud or information through other media to better student understanding ● Practice asking questions for clarification of key details ● Actively listen to presented information to answer questions
<p>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.</p>	<ul style="list-style-type: none"> ● Use strategies for asking questions that are on a topic ● Use strategies for understanding and answering questions asked of them
<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> ● Describe familiar people ● Tell about familiar places ● Describe memorable events ● Explain familiar events ● Report facts and details about experiences feelings and emotions
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> ● Add visuals in order to present detailed information to others ● Construct drawings or gather other visual media when describing ● Present information to others using appropriate visual displays to clearly

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	express ideas
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> ● Express thoughts and feelings and ideas in complete sentences ● Speak audibly to naturally express ideas
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p style="padding-left: 40px;">L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p style="padding-left: 40px;">L.1.1.F. Use frequently occurring adjectives.</p> <p style="padding-left: 40px;">L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p style="padding-left: 40px;">L.1.1.H. Use determiners (e.g., articles, demonstratives).</p> <p style="padding-left: 40px;">L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p style="padding-left: 40px;">L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<ul style="list-style-type: none"> ● Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking ● Identify different tenses of verbs in reading ● Explain how verbs can express past, present, and future ● Use verb tense to express past, present, and future in writing ● Identify adjectives and explain their function in reading ● Use common adjectives in writing ● Identify conjunctions and explain their function in reading ● Use common conjunctions in writing ● Identify determiners and explain their function in reading ● Use determiners in writing ● Identify and explain the purpose of prepositions in reading ● Use prepositional words in writing ● Demonstrate sentence variety in speaking and writing
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">L.1.2.A. Capitalize dates and names of people.</p> <p style="padding-left: 40px;">L.1.2.B. Use end punctuation for sentences.</p>	<ul style="list-style-type: none"> ● Understand that dates and names are capitalized ● Recognize proper nouns when reading and apply when writing ● Apply knowledge of ending punctuation to writing ● Apply rules for using commas in writing to dates and to single word

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<p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>series</p> <ul style="list-style-type: none"> ● Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation ● Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> ● Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts ● Explain the meaning of common affixes ● Demonstrate accurate inflection when reading (reading a question vs. reading a statement) ● Use knowledge of common affixes and inflection to understand words ● Apply root words and their inflectional forms in reading, writing and speaking ● Consistently decode words using the meaning of affixes root word, and inflection as a clue
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.5.D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<ul style="list-style-type: none"> ● Use and understand words that are rich in meaning in reading, speaking, and writing ● Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing ● Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives
<p>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).</p>	<ul style="list-style-type: none"> ● Use vocabulary accurately in speaking and writing ● Demonstrate using conjunctions in speaking and writing ● Listen, share and read a variety of texts ● Use new words and phrases when writing, reading and responding to

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	texts
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Unit 4 Grade 1							
District/School Formative Assessment Plan	District/School Summative Assessment Plan						
<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes ● Open-Ended Responses ● Journal Entries ● Reading Logs ● Exit Tickets 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments ● End of Year Test 						
District/School Texts	District/School Supplementary Resources						
<p>Reading Street Reading Series (Units 5)</p>	<p>Reading A-Z.com, Youtube, abcya.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, IXL</p>						
Vocabulary	Instruction and Pacing						
<p>details, meaning of text, main idea, describe, information, text, events, Individuals, text features, locate, diagrams, time lines, illustrations, author, Informational text, compare/ contrast, explain, long vowels, short vowels,</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">High frequency words Write a narrative Main Idea Short and long vowel words Blend words</td> <td style="text-align: center; vertical-align: middle;">6 weeks</td> </tr> <tr> <td style="padding: 5px;">Unit Benchmark/GRL testing</td> <td style="text-align: center; vertical-align: middle;">1 week</td> </tr> <tr> <td style="text-align: right; padding: 5px;">total</td> <td style="text-align: center; vertical-align: middle;">7 weeks</td> </tr> </table>	High frequency words Write a narrative Main Idea Short and long vowel words Blend words	6 weeks	Unit Benchmark/GRL testing	1 week	total	7 weeks
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Unit Benchmark/GRL testing	1 week						
total	7 weeks						

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<p>decode, syllable, context clues, explanatory text, recall, character, setting</p>	
Differentiation and Accommodations	ELL Differentiation and Accommodations
<p>Provide graphic organizers Provide additional examples and opportunities of problems for repetition Provide tutoring opportunities Provide retesting opportunities after remediation (up to teacher and district discretion) Teach for mastery; not the test Teaching concepts in different modalities Adjust pace and homework assignments Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall Adjust pace and homework assignments Offer performance tasks of varied levels Include more scaffolding questions and tasks</p>	<p>Teach students to answer questions in the format of the test Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives Picture vocabulary Picture books Simplified language for understanding Reader's Theater Modify homework, assignments and assessment (can be oral if necessary) Cooperative learning Read directions and stories Language support cards Read aloud retell and then progress to shared story retell for Benchmark practice and assessment Additional center work focusing on HFW Additional phonemic awareness teaching and practice Re-teach alphabet and alphabet sounds</p>
Meaning	
Enduring Understanding Essential Questions	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Good readers use a variety of strategies to help aid in their reading and comprehension. ● When writing an opinion you should give reasons that support why you feel the way you do. ● When writing a narrative you should include temporal words to keep the events of your story in order. 	<p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> ● How do readers apply reading strategies to improve understanding and fluency? ● Why are correct punctuation, capitalization and spelling important? ● How can I write a story to tell my opinion? ● How do readers apply reading strategies to improve understanding and fluency?
Common Misconceptions	Proper Conception

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<p>A student may feel that if he/she can say all the words on the page, he/she is being a “good” reader. Students at this age have trouble differentiating fact and opinion. They may feel because they believe it, it must be true. The story says first, next, then, and last so I am done writing. A student commonly looks for things that are similar when comparing and contrasting.</p>	<p>Students should monitor for understanding as they are reading. They need to create meaning out of the words they are reading. Students need to understand that opinions are how they think or feel about something and not are necessarily shared by everyone. Stories require details to make it interesting to the reader. Students need to be able to identify differences (contrast) and similarities.</p>
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District/School Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
<p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p><i>Look back into a selection to ask and answer questions, and to assist with retelling. Write in complete sentences with correct punctuation. Write opinion pieces which include an opening, supporting details, and a closing.</i></p>	<p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>

Performance Tasks

Performance Task 1:

Pretend your family took a trip last week. Write a story describing what happened on your trip. Be sure to tell where you went and what you did. Use the words that tell what happened first, next, and last. End your story with a closing sentence.

Rubric

- 4-The writing is on topic and has a beginning, middle, and end that shows a progression of ideas. The student uses temporal words. There are no errors that interfere with meaning.
- 3-The writing is on topic and has a beginning, middle, and end. The student uses some temporal words. There are some errors but they do not interfere with the meaning.
- 2-The writing is on topic but is missing a beginning, middle, or an end. The student does not use temporal words. There are many errors.
- 1-The writing is not on topic or is incomplete. The student does not use temporal words. The writing is unreadable because of errors.

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Performance Task 2:

Please respond to the prompt below in writing. You may use your text and graphic organizers to help you. Write your response on the lined paper your teacher gives you or in your journal.

Writing Prompt:

Write about the Barney the Lazy Bear story. Why is Barney not waking up with the rest of the animals?

	Draw a picture.	Write details about what happened.
First		
Next		
Last		

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

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- CRP1 Act as a Responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively within reason.
- CRP5 Consider the environmental, social and economic impacts of decisions.
- CRP 6 Demonstrate creativity and innovation.
- CRP7 Employ valid and reliable research strategies.
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9 Model integrity, ethical leadership and effective management.
- CRP11 Use technology to enhance productivity.
- CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness