Language Arts Curriculum

First Grade

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District Mission Statement

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the New Jersey Student Learning Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

The Hillside Township School District is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the twenty-first century. We believe that an education grounded in the fundamental principles of Language Arts will provide students with the skills and content necessary to become our future leaders.

Language Arts is an integral component in the development of every student. Their competence in this area corresponds to their success in other academic disciplines.   As such, the program is rooted in promoting awareness of how literacy is integral to their goal attainment and advancement. They have opportunities to apply grammar concepts, writing objectives and textual analysis to project creation. Children have the chance to explore areas of interests, exercise inquiry and demonstrate knowledge by constructing unit artifacts. Their ingenuity and perspectives will be respected as they assess their work and that of their peers utilizing rubrics. They will work in an environment that encourages them to take compositional risks and embraces the writing process. Unit topics correspond to text selections; novels vary according to Lexile levels. College Prep, Honors and differentiated instruction books are noted accordingly with an *H and DI* designation.

Our program provides teachers with the support and resources to diversify methodology and consistently utilize technology in daily instruction. Teachers are scheduled to meet weekly to share planning ideas and classroom innovations. The expectation of excellence extends to the professional staff; our teachers are full of views from approved development workshops and academic courses to provide students with the tools needed to maximize their potential.

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the NJ Student Learning Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

Hillside Township School District

First Grade

Reading:

Key Ideas and Details	
Timeline: September- June	
Enduring Understandings: **NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **CRP.K-12.CRP1.1** - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in	**Essential Questions:** Can you recall the important parts of a story in sequential order? How can analyzing text details help you make inferences and connections? What details help you describe how the character develops from the beginning to the end of the story?

going beyond the minimum expectation and in participating in activities that serve the greater good.

TECH.8.1.2.A.4 - [*Cumulative Progress Indicator*] - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Student Learning Objectives:

Ask and answer questions about key details in a text.
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
● Do a five finger retelling (characters, setting, problem, events ending) ● Retell story to peers and adults using a retelling checklist to look for key components ● Reorder and retell story using pictures cards **Assessments:** ● Retelling Rubric ● Benchmark Assessments ● Observation ● Checklists ● Anecdotal Notes ● DRA 2	● https://jr.brainpop.com/ ● Book Flix ● https://www.readworks.org/ ● https://kahoot.com/ ● https://quizizz.com/ ● Leveled Readers ● Read- alouds ● Classroom Library ● science experiments-inferences ● Benchmark Graphic Organizers: ● Story Frame/Map (Appendix A) ● Problem-Solution Frame (Appendix B) ● Student's Retelling Checklist (Appendix C) ● Story Element Web Cube (Appendix D1 and D2)

	• Character Characteristics (Appendix E) • Storybook (Appendix G1 and G2) • Character- Setting Frame (Appendix H)
Career: career exploration of government through leveled text	

Reading Literature:

Craft and Structure	
Timeline: September through June	
Enduring Understandings: **NJSLSA.R4**. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **NJSLSA.R5**. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **NJSLSA.R6**. Assess how point of view or purpose shapes the content and style of a text. **TECH.8.1.2.A.4** - [*Cumulative Progress Indicator*] - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). **CRP.K-12.CRP6.1** - Career-ready individuals regularly think of ideas that solve problems in new and different ways, and	**Essential Questions:** What clues in the story tell you how a character feels? How do the events of the story help you determine the setting? What point of view did the author write this selection? (to entertain, inform or persuade)

they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization

NGSS 2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Student Learning Objectives:

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
Identify who is telling the story at various points in a text.

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
● Use read-alouds to identify different genres, narrators, and/or phrases that evoke senses or feelings ● Engage in an author or poet study to discuss writer's use of words and style ● Act out plays to demonstrate character feelings ● Have students use a cut-out-face to draw the feelings of a character and write reasons for a character's feelings	● Classroom library ● Leveled Readers ● Listening Center ● Literacy Workstation Flip Charts ● Book Flix ● Benchmark ● Graphic Organizers: ● Character Characteristics (Appendix E)

● Compare and contrast different versions of a story to illustrate point of view (e.g. <u>The True Story of the Three Little Pigs</u> and <u>The Three Little Pigs)</u> **Assessments:** ● Retelling Rubric ● Benchmark Assessments ● Observation ● Checklists ● Anecdotal Notes	● Story Grammar Yammer (Appendix F1 and F2) ● Ask About Author's Purpose Organizer (Appendix I)

Career: career exploration through leveled text

Reading Literature:

Integration of Knowledge and Ideas	
Timeline: September - June	
Enduring Understandings: **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. **NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **CRP.K-12.CRP5.1** - Career-ready individuals understand the interrelated nature of their actions and regularly make	**Essential Questions:** How do the illustrations and words support in print or digital text make the story clearer? Can you use events or characters from the story to make a text-to-text connection?

decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

TECH.8.1.2.E.CS2 - [*Content Statement*] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

NGSS 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

Student Learning Objectives:
Use illustrations and details in a story to describe its characters, setting, or events. Compare and contrast the adventures and experiences of characters in stories.

Model Lessons/Performance Tasks Instructional Strategies/Assessments	**Interdisciplinary Connections/Internet and other Resources**
● Use various graphic organizers to compare, contrast and make connections ● Draw pictures of story elements ● Utilize picture walks before reading a story	● Classroom library ● Leveled Readers ● Listening Center ● Literacy Workstation Flip Charts ● Benchmark

● Use story element ball or cube as a circle activity to retell story elements ● Have students do a piggyback retelling of story events with each student adding on to the previous one ● Introduce a topic (i.e. Fear of the dark, losing something). Initiate a short discussion. Place books on topic in a center and allow students time to read them. Have another group discussion on the topic and note the changes in attitude and understanding **Assessments:** ● Observation ● Checklists ● Anecdotal Notes	● https://www.readworks.org/ ● https://kahoot.com/ ● https://quizizz.com/ ● https://jr.brainpop.com/ Graphic Organizers: ● Compare-A-Character Graphic Organizer (Appendix J1, J2, J3) ● Compare-A-Story Graphic Organizer (Appendix K1 and K2) ● Story Comparison Map (Appendix L) ● Student Retelling Checklist (appendix C)
Career: career exploration through leveled texts	

Reading Literature:

Range of Reading and Complexity of Text	
Timeline: September- June	
Enduring Understandings: **NJSLS.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. **TECH.8.1.2.E.CS3** -Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. **CRP.K-12.CRP7.1** - Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable	**Essential Questions:** Are you a fluent reader? Are you able to identify the genre of a selection and explain why?

research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

NGSS 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Student Learning Objectives:
With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Model Lessons/Performance Tasks Instructional Strategies/Assessments	**Interdisciplinary Connections/Internet and other Resources**
● Read a variety of different genres and recognize their features ● Tape record students reading aloud at various points in the year to monitor and note progress for parents and students ● Buddy read or use eye –to-eye, knee-to-knee discussion pairs ● Utilize telephone reading (e.g. PVC Pipes) to self-monitor fluency, accuracy and prosody **Assessments:**	● Leveled Readers ● Classroom Libraries ● Reading Genres: A Study Guide- Poetry ● Fix-up Strategies Reading ● Animated Comprehension Lessons (Fantasy & Leveled Readers) ● Literacy Workstation Flip Charts ● https://www.readworks.org/ ● https://kahoot.com/ ● https://quizizz.com/

• Running Records • Observation • Checklists • Anecdotal Notes • Developmental Reading Assessment (DRA2) • Other fluency assessments	• Benchmark Graphic Organizers: • Poetry & Read-Aloud Poetry (Appendix B) • Fix-up Strategies (Appendix M1 & M2) •
Career: career exploration through leveled texts	

Informational Text

Key Ideas and Details	
Timeline: September- June	
Enduring Understandings: **NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **CRP.K-12.CRP7.1** - Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable	**Essential Questions:** What is the main idea and supporting details of the topic? How do the details relate to the topic and/or main idea of the selection?

research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

TECH.8.1.2.A.4 - [*Cumulative Progress Indicator*] - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

NGSS 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

Student Learning Objectives:

Ask and answer questions about key details in a text.
Identify the main topic and retell key details of a text.
Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
● Use graphic organizers to make connections between individuals or events	● Leveled Readers ● Classroom Libraries ● https://www.readworks.org/ ● https://kahoot.com/

● Use graphic organizers to show students how details "support" a main idea (e.g. main idea tabletop with details on legs) **Assessments:** ● Observation Checklists ● Anecdotal Notes	● https://quizizz.com/ ● http://www.discoveryeducation.com/ ● Benchmark Graphic Organizers: ● Details (Appendix N) ● Main Idea, Supporting Details (Appendix O) ● Compare-A-Character Graphic Organizer (Appendix J1, J2 and J3) ● Compare-A-Story Graphic Organizer (Appendix K1 and K2) ● Text To…Organizer (Appendix P) ● Compare/Contrast Story Elements Organizer (Appendix Q) ● Compare/Contrast Organizer (Appendix R) ● Story Element Cube (Appendix D1 and D2)
Career: career exploration through leveled texts	

Informational Text

Craft and Structure
Timeline: September- June

Enduring Understandings: **NJSLSA.R4**. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **NJSLSA.R5**. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text	**Essential Questions:** What can you use to locate information in a text? What is the author's purpose in writing this selection?

(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text

CRP.K-12.CRP7.1 - Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

TECH.8.1.2.E.CS2 - [Content Statement] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.2.A.4 - [*Cumulative Progress Indicator*] - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

NGSS 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

Student Learning Objectives:
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Model Lessons/Performance Tasks Instructional Strategies/Assessments	**Interdisciplinary Connections/Internet and other Resources**
● Use vocabulary flashcards or foldables with words on one side and student definition, illustration and/or sentence on the other side ● Have student turn headings into questions and read for the answers ● Discuss the multiple meanings of words used in various contexts ● Play games that encourage students to use contents, glossary and/or index to find specific information ● Have students cite source of their answer: text or illustration ● Use iPads and computers to find the meanings of words **Assessments:** ● Observation ● Checklists ● Anecdotal Notes	● Leveled Readers ● Classroom Libraries ● https://www.readworks.org/ ● https://kahoot.com/ ● https://quizizz.com/ ● Read Alouds ● Digitalreadworks.org ● Benchmark
Career: career exploration through leveled texts	

Informational Text:

Integration of Knowledge and Ideas	
Timeline: September- June	
Enduring Understandings: **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **NJSLSA.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. **NJSLSA.R9**. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **CRP.K-12.CRP7.1** - Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. **TECH.8.1.2.E.CS2** - [Content Statement] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	**Essential Questions:** How does the visual information clarify the text? What important details does the author use and why? What evidence did the author present to support the etxt?

TECH.8.1.2.A.4 - [*Cumulative Progress Indicator*] - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). **NGSS 2-LS4-1** Make observations of plants and animals to compare the diversity of life in different habitats. **2-ETS1-3** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. **2-LS4-1** Make observations of plants and animals to compare the diversity of life in different habitats.	

Student Learning Objectives:

Use the illustrations and details in a text to describe its key ideas.

Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
● Draw pictures about details in a text (e.g. comic strips, foldables) ● Use graphic organizers to compare and contrast two texts on same topic	● Literacy Workstation Flip Charts ● Read Alouds ● Classroom Library ● Leveled Readers ● https://www.readworks.org/

| Assessments:
•   Observation
•   Checklists
•   Anecdotal Notes | •   https://kahoot.com/
•   https://quizizz.com/
•   Digitalreadworks.org
•   Benchmark

Graphic Organizers:
•   Compare-A-Story Graphic Organizer (Appendix K1 and K2)
•   Text- To…Organizer (Appendix P)
•   Compare/Contrast Story Elements Organizer (Appendix Q)
•   Compare/Contrast Organizer (Appendix R)
•   Story-Comparison Map (Appendix L)
•   Story Element Cube (Appendix D1 and D2)
•   Narrative Text Structure (Appendix U1 and U2)
•   Predictions Organizer (Appendix V) |
| **Career:** career exploration through leveled texts | |

Informational Text:

Range of Reading and Level of Text Complexity	
Timeline: September- June	
Enduring Understandings: **RL.K.10.** Actively engage in group reading activities with purpose and understanding. **CRP.K-12.CRP4.1** - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the	**Essential Questions:** How does talking about a selection make you understand it better?

workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

TECH.8.2.2.E.1 - [*Cumulative Progress Indicator*] - List and demonstrate the steps to an everyday task.

SOC.6.3.4.CS1 - [*Content Statement*] - Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

Student Learning Objectives:
With prompting and support, read informational texts at grade level text complexity or above.

Model Lessons/Performance Tasks Instructional Strategies/Assessments	**Interdisciplinary Connections/Internet and other Resources**
● Echo read text with a more proficient reader ● Incorporate Buddy Reading ● Tape record students reading aloud at various points in the year to monitor and note progress for parents and students ● Teach Fix-Up Strategies for decoding unknown words **Assessments:** ● Running Records ● DRA 2 ● Observation ● Checklists ● Anecdotal Notes	● Read Alouds ● Classroom Library ● Leveled Readers ● Word Wall ● Benchmark ● https://www.readworks.org/ ● https://kahoot.com/ ● https://quizizz.com/ ● Digitalreadworks.org

Career: career exploration through leveled texts	

Foundational Skills:

Print Concepts	
Timeline: September- June	
Enduring Understandings:	**Essential Questions:**
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **TECH.8.1.2.A.2** - [*Cumulative Progress Indicator*] - Create a document using a word processing application **TECH.8.1.2.A.4** - [*Cumulative Progress Indicator*] - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). **CRP.K-12.CRP4.1** - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. **MA.1.OA.A.1** - [Standard] - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all	What are the important features of a sentence? What strategies can you use to decode an unknown word?

positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Student Learning Objectives:

Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

A.   Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
● Model how to write a good sentence using capitalization and correct punctuation ● Have students unscramble word and punctuation cards to form a sentence **Assessments:** ● Weekly, Benchmark and unit assessments ● Observation ● Checklists ● Anecdotal Notes	● Leveled Readers ● Classroom Library ● Read Alouds ● Benchmarks ● https://www.readworks.org/ ● https://kahoot.com/ ● https://quizizz.com/ ● science journals ● creating math word problems ● Digitalreadworks.org ● https://jr.brainpop.com/ ● http://www.starfall.com/
Career: career exploration through leveled texts	

Foundational Skills

Phonological Awareness
Timeline: September- June

Enduring Understandings: **RF.1.2.** Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable	Essential Questions: What is the vowel sound in this word? How do we blend sounds to make words?

must have a vowel sound to determine the number of syllables in a printed word. A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **TECH.8.1.2.A.CS1** - [*Content Statement*] - Understand and use technology systems. **CRP.K-12.CRP2.1** - Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. **SOC.6.3.4.CS4** - [*Content Statement*] - Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.	How do we segment the sounds of a spoken word?

Student Learning Objectives:

Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
a.   Distinguish long from short vowel sounds in spoken single-syllable words.
b.   Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c.   Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d.   Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
● Use picture cards to reinforce sounds ● Sing phonemic awareness songs ● Have students identify rhyming words from poem ● Model blending/segmenting with puppet ● Use Word-Building Cards ● Use Sound-Spelling Word Board and/or cards ● Use foldables to create matching sounds and images **Assessments:** ● Observation ● Checklists ● Anecdotal Notes ● Developmental Reading Assessment (DRA2)	● High Frequency Bingo ● Sound- Spelling Word Boards/Cards ● Leveled Readers ● Literacy Workstation Flip Charts ● Classroom Library ● Project Read ● Photo Cards ● High Frequency Word Cards ● Flip Flash Phonics (short & Long Vowels) ● Word Wall ● Word-Building Blocks ● Word Family Flip Books ● Benchmark ● https://www.readworks.org/ ● https://kahoot.com/ ● https://quizizz.com/ ● Digitalreadworks.org ● https://jr.brainpop.com/ ● http://www.starfall.com/
Career: career exploration through leveled texts	

Foundational Skills

Phonics and Word Recognition	
Timeline: September- June	
Enduring Understandings: **RF.1.3**. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound **TECH.8.1.2.A.CS1** - [*Content Statement*] - Understand and use technology systems. **CRP.K-12.CRP2.1** - Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.	**Essential Questions:** How does using phonics help us to decode words? How does dividing words into syllables help us to decode words?

SOC.6.3.4.CS4 - [*Content Statement*] - Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.	
Student Learning Objectives:	
Know and apply grade-level phonics and word analysis skills in decoding words. ○ Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). ○ Decode regularly spelled one-syllable words. ○ Know final -e and common vowel team conventions for representing long vowel sounds. ○ Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound	
Model Lessons/Performance Tasks Instructional Strategies/Assessments	**Interdisciplinary Connections/Internet and other Resources**

● Teach fix-up strategies for decoding unknown words ● Create word books, wheels, flip charts and foldables on phonics skills ● Use sound sorting activities ● Sing phonemic awareness songs and post words to reinforce phonics connection ● Identifying rhyming words from a broad-sized poem ● Use word-building alphabet cards and families ● Use Sound-Spelling Word Board and/or Cards **Assessments:** ● Observation ● Checklists ● Anecdotal Notes ● Developmental Reading Assessment (DRA2) ● Weekly, Benchmark and Unit assessments ● High Frequency Word Lists ● Fluency Assessments	● Word Wall ● Sound- Spelling Cards ● High Frequency Word Bingo ● Word-Building Blocks ● Word Family Flip Books ● Leveled Readers ● Classroom Library ● Project Read ● Photo Cards ● Flip Flash Phonics (Short & Long Vowels) ● Fix-Up Strategies for Reading ● Benchmarks ● https://www.readworks.org/ ● https://kahoot.com/ ● https://quizizz.com/ ● Digitalreadworks.org ● https://jr.brainpop.com/ ● http://www.starfall.com/
Career: career exploration through leveled texts	

Foundational Skills:

Fluency
Timeline: September- June

Enduring Understandings:	Essential Questions:
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	How can you read this accurately and fluently with expression?

B.   Read grade-level text orally with accuracy, appropriate rate, and expression.
C.   Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
TECH.8.1.2.A.CS1 - [*Content Statement*] - Understand and use technology systems.

CRP.K-12.CRP2.1 - Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Student Learning Objectives:

Read with sufficient accuracy and fluency to support comprehension.
● Read grade-level text with purpose and understanding.
● Read grade-level text orally with accuracy, appropriate rate, and expression.
● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
● Teach fix-up strategies for decoding unknown words ● Reread familiar selections to improve accuracy, fluency and prosody ● Echo read with a more proficient reader ● Chorally read refrains and parts of selections ● Incorporate Buddy Reading	● Guess the Covered Word Strategy ● Fix-Up Strategies for Reading ● Decodable Readers ● Word Wall ● Classroom Library ● Listening Center ● Leveled Readers

● Utilize telephone reading (e.g. PVC pipes) to self-monitor fluency, accuracy and prosody ● Tape record students reading aloud at various points in the year to note progress for parents and students ● Teach the Guess the Covered Word strategy to help decode and determine the meanings of unknown words **Assessments:** ● Observation ● Checklists ● Anecdotal Notes ● Developmental Reading Assessment (DRA2) ● Weekly, Benchmark and Unit assessments ● Running Records	● Benchmark ● https://www.readworks.org/ ● https://kahoot.com/ ● https://quizizz.com/ ● Digitalreadworks.org
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Writing:

Text Types and Purposes	
Timeline: September- June	
Enduring Understandings: **NJSLSA.W1**. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**Essential Questions:** Does your writing have an opening sentence, supporting details and closure? How do I write my opinion and utilize supporting evidence? Why is it important to use sequenced events, rich supporting details, and transitional words to tell a narrative?

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **TECH.8.1.2.A.CS1** - [*Content Statement*] - Understand and use technology systems. **TECH.8.1.2.A.2** - [*Cumulative Progress Indicator*] - Create a document using a word processing application. **CRP.K-12.CRP2.1** - Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. **SOC.6.3.4.CS4** - [*Content Statement*] - Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.	

Student Learning Objectives:

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.
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
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.

Model Lessons/Performance Tasks Instructional Strategies/Assessments	**Interdisciplinary Connections/Internet and other Resources**
● Use Five-Finger Strategy when writing a paragraph (opening, three details, closing) ● Write a book report adding opinions and reasons why student likes/dislikes book ● Have students respond to literature in their journals ● Have students keep a learning log where they tell what they learned in other content areas ● Engage in Four Square Writing Activity ● Have students read books and internet sites to collect facts on a topic (e.g. animals). Write a short research paper on the topic. ● Model and then have students write about a field trip, craft activity etc. ● Encourage the use of temporal words to establish the sequence of events or steps ● Have students bring in an action photo and write what happened before, during and after the photo was taken ● Have students write new adventures for Curious George, Clifford and other characters **Assessments:** ● Writer's Workshop Conferencing Notes ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric	● Writing Reminder Pattern (Appendix BB) ● Word Wall ● Spell Check Card ● Word Study Lessons ● Benchmark ● www.brainpop.com Graphic Organizers: ● Personal Narrative Organizer (Appendix W) ● Procedural Text Organizer (Appendix X) ● Story Book (Appendix G1 & G2) ● Editing Checklist (Appendix Y) ● Writer's Reflection Checklist (Appendix Z) ● Writing Traits Checklist (Appendix AA) ● Four Square Writing Activity (Appendix EE)

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Writing:

Production And Distribution of Writing	
Timeline: September- June	
Enduring Understandings: **NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **TECH.8.1.2.A.2** - [*Cumulative Progress Indicator*] - Create a document using a word processing application. **TECH.8.1.2.A.4** - [*Cumulative Progress Indicator*] - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).	**Essential Questions:** What strategies and techniques can you use to improve your story? How can you share your writing? How can you collaborate with your peers to improve your writing?

Student Learning Objectives:

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.

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources

●   Use Author's Chair in writer's Workshop
●   Use Four Square Writing
●   Employ TAG to guide student feedback:
  Tell them what you like
  Ask questions
  Give suggestions
●   Have students maintain their own folder on the computer, publish stories and create their own books
●   Bind student stories into class books to be shared with families and included in class library
●   Have students complete buddy stories, plays and reports
 	
Assessments:
●   Observation
●   Checklists
●   Anecdotal Notes
●   Writing Rubric
●   Writing Workshop Conference Notes
	● Writing Reminder Pattern
	● Word Wall
	● Spell Check Cards
	● Red Word Anchor Chart
	● Benchmark
	
	Graphic Organizers:
	● Editing Checklist (Appendix Y)
	● Writer's Reflection Checklist (Appendix Z)
	● Writing Traits Checklist (Appendix AA)

Career: career exploration through leveled texts	

Writing:

Research to Build and Present Knowledge

Timeline: September- June

Enduring Understandings:	Essential Questions:
NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	What sources can you use to find information on your topic? What is research? As authors how can we use research? How can you use the results of your research to report information on various topics?
NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
TECH.8.1.2.A.2 - [*Cumulative Progress Indicator*] - Create a document using a word processing application.	
CRP.K-12.CRP4.1 - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation	

skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Student Learning Objectives:

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).

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
● Have students explain something they know how to do well (expert stories) and create a story using sequence words ● Have students write simple riddles about an item and ask classmates to guess the item ● Use computers and iPads to research information **Assessments:** ● Observation ● Checklists	● https://jr.brainpop.com/ ● Benchmark Graphic Organizers: ● Paragraph Organizer (Appendix BB) ● Writing Reminder Pattern (Appendix DD) ● Story Book (Appendix G1 & G2) ● Sequence Organizer (Appendix CC) ● Editing Checklist (Appendix Y) ● Writer's Reflection checklist (Appendix Z)

● Anecdotal Notes ● Writing Rubric ● Writer's Workshop Conferencing Notes	● Writing Traits Checklist (Appendix AA) ● seesaw
Career: career exploration through leveled texts	

Speaking - Introduction

Comprehension and Collaboration	
Timeline: September- June	
Enduring Understandings: **NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. **NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. **CRP.K-12.CRP4.1** - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas.	**Essential Questions:** What strategies can we use to make our discussions more effective? Why is it necessary to work and discuss collaborative groups? Why is it important to include multi-media components and presentations?

They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

TECH.8.1.2.B.1 - [Cumulative Progress Indicator] - Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Student Learning Objectives:

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

A.   Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B.   Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C.   Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
● Use read-alouds encouraging students' discussions/predictions at various points ● Use think-alouds to encourage students to think and speak about their reading ● Present one of the *Talk Moves* and have students practice before introducing another ● Introduce a topic (e.g. fear of the dark, losing something etc.) Initiate a short discussion. Place books in a center and allow students time to read them. Have another	● https://jr.brainpop.com/search/?keyword=listening+and+speaking ● Talk Moves (Appendix FF) ● Classroom Library ● Olweus Bullying Prevention Program ● Benchmark ● Seesaw

group discussion on the topic and note changes in attitudes and understanding. ● Class meeting discussions on literature, being a buddy and/or current events **Assessments:** ● Observation ● Checklists ● Anecdotal Notes	
Career: career exploration through leveled texts	

SPEAKING & LISTENING

Presentation of Knowledge & Ideas	
Timeline: September- June	
NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. **NJSLSA.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**Essential Questions:** How can we share ideas effectively? How can you use digital media and visual displays of data to enhance presentations?

CRP.K-12.CRP4.1 - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

TECH.8.1.2.B.1 - [*Cumulative Progress Indicator*] - Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Student Learning Objectives:
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Produce complete sentences when appropriate to task and situation.

Model Lessons/Performance Tasks Instructional Strategies/Assessments	**Interdisciplinary Connections/Internet and other Resources**
● Develop questions and interview a real person or character from a story. Present your information to the class ● Draw a picture and describe it to the class ● Use visual aids in an oral presentation **Assessments:**	● https://jr.brainpop.com/search/?keyword=listening+and+speaking ● Talk Moves (Appendix FF) ● Benchmark ● seesaw

• Observation • Checklists • Anecdotal Notes • Student Works Plus- Interactive Student Book (Listening & Speaking)	
Career: career exploration through leveled texts	

LANGUAGE

Conventions of Standard English	
Timeline: September- June	
Enduring Understandings: **NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **NJSLSA.L2**. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CRP.K-12.CRP4.1 - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready	**Essential Questions:** Are you able to recognize the difference between the conventions of spoken and written standard English?

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

TECH.8.1.2.B.CS2 - [*Content Statement*] - Create original works as a means of personal or group expression.

Student Learning Objectives:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A.   Print all upper- and lowercase letters.
B.   Use common, proper, and possessive nouns.
C.   Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
D.   Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
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).
F.   Use frequently occurring adjectives.
G.   Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
H.   Use determiners (e.g., articles, demonstratives).
I.   Use frequently occurring prepositions (e.g., *during, beyond, toward*).
J.   Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A.   Capitalize dates and names of people.
B.   Use end punctuation for sentences.
C.   Use commas in dates and to separate single words in a series.
D.   Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
E.   Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Model Lessons/Performance Tasks Instructional Strategies/Assessments	**Interdisciplinary Connections/Internet and other Resources**
● Have students turn telling sentences into questions and vice a versa	● Spell Check Cards ● Word Wall

● Utilize entry "Do Nows" that involve editing sentences with errors ● Teach editing skills in Writer's Workshop ● Use min-lessons and small group instruction to address students' needs **Assessments:** ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric ● Writer's Workshop Conference Notes	● Leveled Readers ● Classroom Library ● Benchmark ● https://jr.brainpop.com/ ● https://quizizz.com/ ● https://kahoot.com/ ● https://www.readworks.org/ ● Digitalreadworks.org ● seesaw
Career: career exploration through leveled texts	

LANGUAGE

Vocabulary Acquisition and Use	
Timeline: September- June	
Enduring Understandings: **NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. **NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings. **NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in	**Essential Questions:** Why do some words have more than one meaning? How are these words alike or different?

gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CRP.K-12.CRP4.1 - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

TECH.8.1.2.A.CS1 - [*Content Statement*] - Understand and use technology systems.

Student Learning Objectives:

Enduring Understandings:

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.
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.
C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

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

A.   Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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).

C.   Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

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.

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*).

Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
● Teach Fix- Up Strategies to help students decode unknown words ● Teach Guess the Covered Word strategy to help students decode and determine the meaning of unknown words ● Use flip books to teach how to add affixes and inflectional endings to root words ● Use thesaurus in book and computer applications to find synonyms and for overly-used words ● Create a wall chart or class thesaurus for overly-used words like nice, like, good, bad etc. ● Model and encourage replacement of common verbs and adjectives (e.g. ran, nice, good) with words that vary in intensity (e.g. raced, beautiful, exciting) ● Tally during week the number of times new vocabulary words are used in speaking or in compositions	● Leveled Readers ● Word Wall ● Decodable Readers ● Guess the Covered Word Strategy ● Fix-Up Strategies ● quizlet.com ● Benchmark ● seesaw

Assessments: ● Observation ● Checklists ● Anecdotal Notes ● Writing Workshop Conference Notes	
Career: career exploration through leveled texts	