

# Mendham Township

## First Grade ELA Curriculum

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## Philosophy

The Mendham Township Elementary School is committed to delivering a comprehensive and structured English Language Arts literacy curriculum for grades K-4. Based on the New Jersey Learning Standards and best practices supported by decades of research on evidence-based practice, MTES strives to close the national reading gap and ensure equity for all students through a content rich curriculum. MTES's knowledge-based content-driven curriculum will promote critical thinking through explicit classroom instruction and innumerable hands-on learning experiences. MTES aims to provide a comprehensive and rigorous educational experience that prepares students for academic success, fosters a love of learning, and equips them with essential skills that will last a lifetime.

## Goals

The MTES English Language Arts content-driven curriculum was developed to support evidence based research within the Science of Reading and Writing. With explicit instruction and promotion of foundational phonics acquisition, students will develop deeper understanding of skills that will promote scaffolding for future learning experiences. The rigorous curriculum is copiously aligned with grade-specific New Jersey State Standards to promote essential life skills, literacy and career readiness.

1. **Multi-Discipline Approach to Learning:** Content areas such as literature, social studies and science are embedded into a culture rich curriculum with cross-over throughout the disciplines.
2. **Culturally Rich Text:** Students will be introduced to diverse cultures throughout various historical periods. Students will be encouraged to explore and discuss important works of art, influential figures, and significant events within diverse cultures.
3. **Scaffolding of Knowledge:** Learning models are designed to comprehensively and continuously build upon each other. This is a knowledge-building approach that allows students to take a deep dive into knowledge learning, comprehension, and application of new skills
4. **Language Arts Skills:** The ELA curriculum is research-based and aligned with the New Jersey State Standards to promote strong reading comprehension, fluency, vocabulary acquisition and writing mastery.
5. **Critical Thinking and Analytical Reasoning:** Automic decision making, problem solving, critical thinking, and analytical reasoning are fostered and supported through this curriculum.

6. Active Collaboration: Students will be fully engaged and work collaboratively throughout all lessons. Continuous practice of sharing ideas, finding one's voice, and positive problem solving - conflict resolution are supported and encouraged. Kinesthetic learning through hands-on experience will create a genuine learning environment.
7. Formative and Summative Assessments: Each lesson embedded throughout the curriculum offers multi-level formative assessments to ensure full comprehension for each learner. Additional supports, enrichments, supplements, and varied reteach approaches will be implemented as needed. In addition to formative evaluations, benchmarks and summative assessments are utilized throughout the year to ensure academic progress and full comprehension of learned experiences.

Mendham Township School District  
ELA Curriculum  
Grade 1

Grade 1 Knowledge Unit 1: Fables & Stories

Unit Summary

Students are introduced to fables and stories that have delighted people for generations, including Aesop’s fables, a folktale of Anansi the Spider, and Beatrix Potter’s “The Tale of Peter Rabbit.” Students increase their vocabulary and reading comprehension skills, learn valuable lessons about virtues and behavior, and become familiar with the key elements of a story.

Unit Goals:

- Demonstrate understanding of key vocabulary
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Set a purpose for listening and understand the meaning behind sayings and phrases
- Begin to explore the genre of narrative writing
- Domain Assessment

Essential Questions:

- How are characters and adventures from two different stories alike and different?
- How does a story relate to yourself, other texts or the world?
- How can talking about important parts of the story help us understand the books we read?
- How are types of texts different from one another?
- How can we use spelling rules to help us read words? How can we blend and separate sounds to make words?
- How do sequence words help to move the writing piece forward?
- How can we look at events in our lives to tell a story?

Enduring Understandings:

- Fables and stories have delighted generations of people around the world and are essential for cultural literacy.
- They contain valuable lessons about ethics and behavior, and students will develop an understanding of different types of fiction.
- This domain helps students develop a strong foundation for the understanding and enjoyment of fiction.

NJSLS:

**Knowledge Unit 1**

Lesson 1:

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Lesson 2

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

### Lesson 3

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

### Lesson 4

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

### Lesson 5

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

### Lesson 6

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word

relationships and nuances in word meanings.

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

#### Lesson 7

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

#### Lesson 8

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### Lesson 9

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

#### Lesson 10

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

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

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

### **Skills Unit 1**

#### Lesson 1

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

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

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

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

#### Lesson 2

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

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

#### Lesson 3

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

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

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

#### Lesson 4

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

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

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

#### Lesson 5

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

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

Lesson 6

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

Lesson 7

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

Lesson 8

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

Lesson 9

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

Lesson 10

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

Lesson 11

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

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

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

Lesson 12

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

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

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

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

Lesson 13

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

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

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

Lesson 14

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that



every syllable must have a vowel sound to determine the number of syllables in a printed word.

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

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

#### Lesson 15

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

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

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

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

#### Lesson 16

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

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

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

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

#### **Assessment:**

- Formative
  - Exit Ticket
  - Activity Pages
  - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading

#### **Lesson 1: The Boy Who Cried Wolf**

Primary Focus of the Lesson

Reading

Students will identify the characters, setting, plot, and moral of a fable. Students will review the characteristics of stories and fables, including characters, plot, setting, and moral.[RL.1.3]

Language

Students will demonstrate an understanding of the Tier 2 word startled.[L.1.5, L.1.5c]

Reading

Students will act out the main events of a fable.[RL.1.2]

Core Vocabulary: company, prank, shepherd, startled, tended

Read Aloud: The Boy Who Cried Wolf

Activity Pages 1.1 & 1.2

**Lesson 2: The Maid and the Milk Pail**

Primary Focus of the Lesson

Reading

Students will review the characteristics of fables, including characters, plot, setting, and moral.  
Students will identify the characteristics of fables, including characters, plot, setting, and moral.

Language

Students will demonstrate an understanding of the Tier 2 word balanced.

Writing

With assistance, students will use a graphic organizer to summarize the events of a fable.

Formative Assessment

Activity Page 2.2: Circle It Students will identify key information from a fable.

Core Vocabulary: balanced, jealous, milkmaid, plumpest

Read Aloud: The Maid and the Milk Pail

**Lesson 3: The Goose and the Golden Egg**

Primary Focus of the Lesson

Reading

Students will review the characteristics of fables, including characters, plot, setting, and moral.  
Students will identify and explain the moral of a fable.

Language

Students will demonstrate an understanding of the Tier 2 word greedy.

Speaking and Listening

Students will identify the beginning, middle, and end of a fable.

Formative Assessment

Exit Pass: Write About It Students will draw the beginning, middle, and end of a fable.

Core Vocabulary: delight, golden, greedy

Read Aloud: The Goose and the Golden Eggs

**Lesson 4: The Dog in the Manger**

Primary Focus of Lesson

Reading

Students will review the characteristics of fables, including characters, plot, setting, and moral.  
Students will identify and explain the moral of a fable.

Language

Students will demonstrate an understanding of the Tier 2 word budge.

Writing

With assistance, students will use a graphic organizer to identify examples of personification in a fable.

Formative Assessment

Activity Page 4.1: Circle It Students will choose the image that shows personification.

Core Vocabulary: budge, oxen, plow

Read Aloud: The Dog in the Manger

**Lesson 5: The Wolf in Sheep's Clothing**

Primary Focus of Lesson

Reading

Students will review the characteristics of fables, including characters, plot, setting, and moral.  
Students will identify and explain the moral of a fable.

Language

Students will demonstrate an understanding of the Tier 2 word greedy.

Speaking and Listening

Students will identify the beginning, middle, and end of a fable.

Formative Assessment

Exit Pass: Write About It Students will draw the beginning, middle, and end of a fable.

Core Vocabulary: disguise, fleece, flock, pretend, prowled

Read Aloud: The Wolf in Sheep's Clothing

**Lesson 6: The Fox and the Grapes**

Primary Focus of the Lesson

Reading

Students will review the characteristics of fables, including characters, plot, setting, and moral.  
Students will identify and explain the moral of a fable.

Language

Students will demonstrate an understanding of the Tier 2 word greedy.

### Speaking and Listening

Students will identify the beginning, middle, and end of a fable.

### Formative Assessment

Exit Pass: Write About It Students will draw the beginning, middle, and end of a fable.

Core Vocabulary: bunch, juicy, lunged, pluck, ripe

Read Aloud: The Fox and the Grapes

## **Lesson 7: The Little Half Chick**

### Primary Focus of the Lesson

#### Reading

Students will review the characteristics of stories, including characters, plot, setting.

Students will identify the characteristics of stories, including characters, plot, setting.

#### Language

Students will demonstrate an understanding of the Tier 2 word waste and the phrase “Do unto others as you would have them do unto you.”

#### Writing

Students will sequence the events of a folktale.

### Formative Assessment

Activity Page 7.2: Circle It Students will choose the image that shows what Medio Pollito becomes at the end of the story.

Core Vocabulary: abandoned, brood, stream, stubborn, waste

Read Aloud: The Little Half Chick

## **Lesson 8: The Crowded, Noisy House**

### Primary Focus of the Lesson

#### Reading

Students will review the characteristics of stories, including characters, plot, and setting.

Students will identify the moral in a folktale.

#### Language

Students will demonstrate an understanding of the Tier 2 word advice.

#### Writing

Students will use a graphic organizer to identify story elements.

### Formative Assessment

Exit Pass: Index Card Response Students draw a picture that shows the moral, or lesson, of the story.

Core Vocabulary: advice, pondered, stunned

Read Aloud: The Crowded Noisy House

### **Lesson 9: The Tale of Peter Rabbit**

Primary Focus of Lesson

Reading

Students will review the morals of two different folktales.

Students will explain the moral of a folktale.

Language

Students will demonstrate an understanding of the Tier 2 word mischief.

Writing

With assistance, students will use a graphic organizer to retell a folktale.

Formative Assessment

Activity Page 9.1: Somebody Wanted But So Then Students will use a graphic organizer to retell a folktale.

Core Vocabulary: exert, mischief, naughty, sobs, thief

Read Aloud: The Tale of Peter Rabbit

### **Lesson 10: All Stories Are Anansi's**

Primary Focus of the Lesson

Reading

Students will review the characteristics of stories, including characters, plot, and setting.

Students will identify the characteristics of stories, including characters, plot, and setting.

Language

Students will demonstrate an understanding of the word satisfied.

Reading

Students will act out the main events of a folktale.

Formative Assessment

Exit Pass: Write About It Students will draw a picture in response to a question about a story.

Core Vocabulary: acknowledge, approached, quarreling, satisfied

Read Aloud: All Stories Are Anansi's

### **Lesson 11: Domain Assessment**

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in Fables and Stories. The results should guide review and remediation the following day.

## **First Grade Skills Unit 1 Lessons 1-16**

Lesson 1 : Review: Back-to-School

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to three phonemes.

Language

Students will write the following upper- and lowercase letters: 'A,' 'a,' 'C,' 'c,' 'G,' 'g,' 'N,' 'n,' 'P,' 'p.'

Foundational Skills

Students will decode CVC words using /a/.

Lesson 2: Review: Back-to-School

Primary Focus of Lesson

Foundational Skills

Students will identify the following basic code letter-sound correspondences: /a/ > 'a,' /i/ > 'i,' /o/ > 'o,' /t/ > 't,' /d/ > 'd,' /k/ > 'c,' /g/ > 'g,' /n/ > 'n.'

Language

Students will write the following upper- and lowercase letters: 'I,' 'i,' 'O,' 'o,' 'T,' 't,' 'D,' 'd.'

Foundational Skills

Students will decode CVC words using /a/, /i/, and /o/.

Lesson 3: Review: Back-to-School

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to three phonemes.

Students will identify the following basic code letter-sound correspondences: /e/ > 'e,' /u/ > 'u.'

Students will decode and write CVC words using /a/, /i/, and /o/.

Students will read Tricky Words a and I.

Language (Grammar)

Students will identify common nouns that name a person in orally presented phrases.

Lesson 4: Review: Back-to-School

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes.

Students will identify the following basic code letter-sound correspondences: /m/ > 'm,' /f/ > 'f,' /v/ > 'v.'

Language

Students will write the following upper- and lowercase letters: 'M,' 'm,' 'F,' 'f,' 'V,' 'v.'

Foundational Skills

Students will decode and write CVC words and phrases using /a/, /i/, and /o/.

Lesson 5: Review Back-to-School

Primary Focus of Lesson

Language (Grammar)

Students will identify common nouns that name a person in orally presented phrases.

Foundational Skills

Students will identify the following basic code letter-sound correspondences: /s/ > 's,' /z/ > 'z,' /h/ > 'h.'

<p>Students will write the following upper- and lowercase letters: ‘S,’ ‘s,’ ‘Z,’ ‘z,’ ‘H,’ ‘h.’</p> <p>Students will decode CVC words and phrases using /a/, /i/, and /o/.</p> <p>Students will read the following Tricky Words: no, so, of.</p>
<p>Lesson 6: Placement Assessment: Word Recognition</p> <p>Primary Focus of Lesson</p> <p>Reading</p> <p>Students will read simple texts* orally with accuracy, appropriate rate, and expression. *Kindergarten-level texts</p>
<p>Lesson 7: Placement assessment: Story Reading</p> <p>Primary Focus of Lesson</p> <p>Reading</p> <p>Students will read simple texts* orally with accuracy, appropriate rate, and expression. *Kindergarten-level texts</p>
<p>Lesson 8: Placement Assessment: Individual Assessments</p> <p>Primary Focus of Lesson</p> <p>Reading</p> <p>Students will read simple texts* orally with accuracy, appropriate rate, and expression. *Kindergarten-level texts</p>
<p>Lesson 9: Placement Assessment: Individual Assessments</p> <p>Primary Focus of Lesson</p> <p>Reading</p> <p>Students will read simple texts* orally with accuracy, appropriate rate, and expression. *Kindergarten-level texts</p>
<p>Lesson 10: Placement Assessment: Individual Assessments</p> <p>Primary Focus of Lesson</p> <p>Reading</p> <p>Students will read simple texts* orally with accuracy, appropriate rate, and expression. *Kindergarten-level texts</p>
<p>Lesson 11: Review:Advanced Code and Tricky Words</p> <p>Primary Focus of Lesson</p> <p>Foundational Skills</p> <p>Students will orally blend and segment single-syllable words with up to four phonemes.</p> <p>Students will identify the following spelling alternative letter-sound correspondences: /f/ &gt; ‘ff,’ /s/ &gt; ‘ss,’ /z/ &gt; ‘zz.’</p> <p>Students will decode and spell CVC words using /a/, /i/, and /o/.</p> <p>Students will differentiate between the voiced and unvoiced phonemes of /s/—/z/ and /f/—/v/ in orally spoken words, noting the correct spelling for each.</p> <p>Students will read the following Tricky Words: is, to.</p> <p>Formative Assessment</p> <p>Observation: Oral Blending and Segmenting</p>
<p>Lesson 12: Review: Basic Code</p> <p>Primary Focus of Lesson</p> <p>Foundational Skills</p> <p>Students will orally blend and segment single-syllable words with up to four phonemes.</p>

Students will identify the following basic code letter-sound correspondences: /l/ > 'l,' /b/ > 'b,' and /r/ > 'r.'  
Students will write the following upper- and lowercase letters: 'B,' 'b,' 'L,' 'l,' 'R,' 'r.'  
Students will decode and spell CV and CVCC words using /a/, /i/, and /o/.

Formative Assessment

Observation: Oral Blending and Segmenting

Activity Page 12.2: Label the Picture (Group 1)

Lesson 13: Review: Basic Code and Trick Words

Primary Focus of Lesson

Foundational Skills

Students will identify the following basic code letter-sound correspondences: /w/ > 'w', /e/ > 'e', and /u/ > 'u'.

Students will write the following upper- and lowercase letters: 'W,' 'w,' 'E,' 'e,' 'U,' 'u.'

Students will read the following Tricky Words: all, some.

Students will spell CVC and CCVC words with all short vowels.

Lesson 14: Review: Basic Codes, Nouns and Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes.

Students will decode CVC and CCVC words with all short vowels.

Language (Grammar)

Students will identify common nouns that name a person in orally presented phrases and simple sentences.

Foundational Skills

Students will read the following Tricky Words: from, word.

Formative Assessment

Observation: Oral Blending and Segmenting

Activity Page 14.1: Writing the Spellings/Word Box (Group 1)

Lesson 15: Review: Basic Code and Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes.

Students will identify the following basic code letter-sound correspondences: /j/ > 'j,' /y/ > 'y.'

Students will write the following upper- and lowercase letters: 'J,' 'j,' 'Y,' 'y.'

Students will decode and spell CVC and CVCC words with all short vowels.

Students will read the following Tricky Words: are, were, have.

Formative Assessment

Observation: Oral Blending and Segmenting

Activity Page 15.1: Label the Picture



## Lesson 16: Review: Basic Code and Tricky Words

### Primary Focus of Lesson

#### Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes.

Students will identify the following basic code letter-sound correspondences: /x/ > 'x,' /k/ > 'k.'

Students will write the following upper- and lowercase letters: 'X,' 'x,' 'K,' 'k.'

Students will decode and spell CVC, CCVC, and CVCC words with all short vowels.

Students will read the following Tricky Words: one, once.

#### Formative Assessment

Observation: Oral Blending and Segmenting

Activity Page 16.1: Label the Picture

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit 1 - Lessons 1-15*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504:**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

## **Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

### **Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### **Interdisciplinary Connections**

#### Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

#### Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

#### Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

#### Science:

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

### **List of Core Instructional and Supplemental Materials**

#### **Core Materials:**

- Amplify CKLA
- Knowledge/Skills

#### **Supplemental Materials**

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

### **Mandates**

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Grade 1 Knowledge Unit 2: The Human Body

### Unit Summary

Students are introduced to the systems of the human body and the functions of major organs. They learn about care of the body, germs and disease, vaccines, and keys to good health.

### Unit Goals:

- Demonstrate understanding of key vocabulary
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Set a purpose for listening and identify important information in a text
- Explore informational writing through collecting and synthesizing information in a group then recording it into a body systems booklet
- Domain Assessment

### Essential Questions:

- How can we describe the human body and the function of the major organs?
- How can we take care of the human body?
- What are the five keys to good health?

### Enduring Understandings:

- The body is a network of systems comprised of organs that work together to perform vital jobs.
- There are many parts and functions related to the skeletal, muscular, digestive, circulatory, and nervous systems.
- Germs can cause disease, some activities will help stop the spread of germs.
- The five keys of good health are: eat well, exercise, sleep, keep clean, and have regular checkups.

### NJSLS:

#### **Knowledge Unit 2**

##### Lesson 1

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

##### Lesson 2

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word

relationships and nuances in word meanings.

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

### Lesson 3

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

### Lesson 4

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

### Lesson 5

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

### Lesson 6

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

## Lesson 7

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

## Lesson 8

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

## Lesson 9

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

## Lesson 10

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

## **Skills Unit 1**

### Lesson 17

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

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

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

#### Lesson 18

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

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

#### Lesson 19

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

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

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

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

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

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

#### Lesson 20

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

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

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

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

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

#### Lesson 21

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

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

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

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

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

#### Lesson 22

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

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

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

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

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

when, why, how).

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

#### Lesson 23

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

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

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

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

#### Lesson 24

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

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

#### Lesson 25

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

#### Lesson 26

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

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

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

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

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

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

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

#### Lesson 27

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

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

#### Lesson 28

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

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

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

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

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



### Lesson 29

- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

### Lesson 30

- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)
- L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)

### Lesson 31

- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)
- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

### Lesson 32

- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)
- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

**Assessment:**

- Formative
  - Exit Ticket
  - Activity Pages
  - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading

**Lesson 1: Everybody Has a Body**

Primary Focus of the Lesson:

Speaking and Listening

Students will review what they know about how their bodies work and be introduced to the concept of a pediatrician.

Reading

Students will explain that the human body is a network of systems.

Language

Students will demonstrate understanding of the Tier 2 word systems.

Students will demonstrate understanding of the Tier 3 word organs.

Writing

With assistance, students will work together to draft a topic sentence.

Formative Assessment

Activity Page 1.1: Choose an Image Students will identify an image that represents a network of systems.

Core Vocabulary: human, network, organs, oxygen, systems

Read Aloud: Everybody Has a Body

**Lesson 2: The Body's Framework**

Primary Focus of the Lesson:

Speaking and Listening

Students will review the human body as a network of systems that work together to keep us alive.

### Reading

Students will ask and answer questions about the skeletal system.

### Language

Students will demonstrate understanding of the Tier 2 word support.

### Writing

With assistance, students will draw the skeletal system, write a sentence using the word skeleton and add to an informational paragraph.

### Formative Assessment

Activity Page 2.1: “My Body Systems” Booklet Students will draw the skeletal system and write a sentence using the word skeleton.

Core Vocabulary: joint, skeleton, skull, spine, support

Read Aloud: The Body’s Framework

## **Lesson 3: Marvelous Moving Muscles**

Primary Focus of the Lesson:

### Speaking and Listening

Students will review that the body is a network of systems and review parts of the skeletal system.

### Reading

Students will describe the connection between the muscular system and the skeletal system.

### Language

Students will demonstrate understanding of the Tier 2 word voluntary.

### Writing

With assistance, students will draw the muscular system, write a sentence using the word muscle, and add to an informational paragraph.

### Formative Assessment

Activity Page 2.1: “My Body Systems” Booklet Students will draw the muscular system and write a sentence using the word muscle.

Core Vocabulary: involuntary, muscles, tendons, voluntary

Read Aloud: Marvelous Moving Muscles

## **Lesson 4: Chew, Swallow, Squeeze, and Churn**

Primary Focus of the Lesson:

### Speaking and Listening

Students will review functions and parts of the skeletal and muscular systems.

### Reading

Students will ask and answer questions about the digestive system.

### Language

Students will demonstrate understanding of the Tier 3 word digestion.

### Writing

With support, students will draw the digestive system, write a sentence using the word stomach, and add to an informational paragraph.

### Formative Assessment

Activity Page 2.1: “My Body Systems” Booklet Students will draw the digestive system and write a sentence using the word stomach.

Core Vocabulary: digestion, esophagus, intestine, stomach

Read Aloud: Chew, Swallow, Squeeze, and Churn

## **Lesson 5: The Body’s Superhighway**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will identify body systems represented in rhymes and share facts about each system.

#### Reading

Students will explain why the heart muscle is important to the circulatory system.

#### Language

Students will demonstrate understanding of the Tier 3 word heart.

#### Writing

With support, students will draw the circulatory system, write a sentence using the word(s) heart and/or blood, and add to an informational paragraph.

#### Formative Assessment

Activity Page 2.1: “My Body Systems” Booklet Students will draw the circulatory system and write a sentence using the word(s) heart and/or blood.

Core Vocabulary: blood, blood vessels, heart, pulse

Read Aloud: The Body's Superhighway

**Lesson 6: Control Center: The Brain**

Primary Focus of the Lesson:

Speaking and Listening

Students will review rhymes about body systems, brainstorm ways they use the word nervous, and review the five senses.

Reading

Students will recall key information about the nervous system and identify the brain as the body's control center.

Language

Students will demonstrate understanding of the Tier 3 word nerves.

Writing

With support, students will draw the nervous system, write a sentence using the words nerves and/or brain, and add to an informational paragraph.

Formative Assessment

Activity Page 2.1: "My Body Systems" Booklet Students will draw the nervous system and write a sentence using the words nerves

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in Different Lands, Similar Stories. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in Different Lands, Similar Stories.

Core Vocabulary: brain, nerves

Read Aloud: Control Center : The Brain

## **Lesson 7: Dr. Wellbody's Heroes**

### Primary Focus of the Lesson:

#### Reading

Students will explain that germs can cause disease and explain the importance of vaccination in preventing disease.

#### Language

Students will demonstrate understanding of the Tier 3 words germs and vaccines.

Students will demonstrate understanding of the Tier 3 word diseases.

#### Reading

Students will work together to retell the story of Louis Pasteur.

#### Formative Assessment

Activity Page 7.2: Choose an Image Students will identify ways to help prevent disease.

Core Vocabulary: diseases, germs, immunities, pasteurization, vaccines

Read Aloud: Dr. Wellbody's Heroes

## **Lesson 8: Five Keys to Health**

### Primary Focus of the Lesson:

#### Reading

Students will explain the importance of exercise, cleanliness, a balanced diet, and rest for bodily health and explain the importance of regular checkups.

#### Language

Students will demonstrate understanding of the Tier 2 word healthy.

Students will demonstrate understanding of the Tier 2 words brush and nutritious.

#### Writing

Students will create a drawing of something that represents one of the five keys to health and dictate or write a sentence about it.

#### Formative Assessment

Activity Page 8.1: Write About It Students will create a drawing of something that represents one of the five keys to health and dictate or write a sentence about it.

Core Vocabulary: exercising, healthy, nutritious

Read Aloud: Five Keys to Health

## **Lesson 9: The Pyramid Pantry**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review five keys to health and brainstorm ideas about the word pyramid.

#### Reading

Students will explain the importance of a balanced diet and identify the food groups in a balanced diet.

#### Language

Students will demonstrate understanding of the Tier 3 word nutrients.

Students will demonstrate understanding of the saying “an apple a day keeps the doctor away.”

#### Writing

Students will identify and label parts of an image to show the food groups in a balanced diet.

#### Formative Assessment

Activity Page 9.1: MyPlate Students will identify and label parts of an image to show the food groups in a balanced diet.

Core Vocabulary: nutrients, pyramid

Read Aloud: The Pyramid Pantry

## **Lesson 10: What a Complicated Network!**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will identify and review facts about each of the five body systems.

#### Reading

Students will review body systems and the five keys to health.

#### Language

Students will learn the Tier 2 word complicated.

#### Speaking and Listening

Students will perform a poem about the human body.

#### Reading

Students will describe one of the five systems of the body.

#### Formative Assessment

Exit Pass: Body Systems Students will describe one of the five systems of the body.

Core Vocabulary: complicated

Read Aloud: What a Complicated Network

### **Lesson 11: Domain Assessment**

This Domain Assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in The Human Body. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (Vocabulary Assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in The Human Body.

## **First Grade Skills Unit 1 Lessons 17-32**

Lesson 17: Review: Basic Code, Nouns, Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes.

Students will identify the letter-sound correspondences for the following digraphs: /sh/ > 'sh,' /ch/ > 'ch.'

Students will decode CVC, CCVC, and CVCC words, including those with the consonant digraphs 'sh' and 'ch'.

Language (Grammar)

Students will identify common nouns that name a thing in orally presented phrases and simple sentences.

Foundational Skills

Students will read the following Tricky Words: do, two.

Formative Assessment

Observation: Oral Blending and Segmenting

Activity Page 17.1: Label the Picture

Lesson 18: Review: Basic Code

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes.

Students will identify the letter-sound correspondences for the following digraphs: /th/ > 'th,' /th/ > 'th.'

Students will differentiate between the voiced and unvoiced phonemes /th/—/th/ in orally spoken words, noting the correct spelling for each.

Students will decode CVC, CCVC, and CVCC words, including those with the consonant digraphs 'sh,' 'ch,' and 'th.'

Formative Assessment

Observation: Oral Blending and Segmenting

Activity Page 18.1: Label the Picture

Lesson 19: Review: Tricky Words

Primary Focus of Lesson



### Foundational Skills

Students will read the following Tricky Words: the, who.

### Reading

As the teacher reads "Beth" aloud, students will identify features of a sentence, Tricky Words, common nouns and the narrator of the story, as well as answer questions about the key details.

Students will read "Beth" with purpose and understanding and answer written questions about the key details of the story in complete sentences.

### Formative Assessment

Observation: Discussion Questions "Beth"

Observation: Anecdotal Reading Record "Beth"

Activity Page 19.1: Story Questions "Beth"

### Lesson 20: Review Basic Code and Tricky Words

#### Primary Focus of Lesson

#### Foundational Skills

Students will identify the letter-sound correspondences for the following digraphs: /ng/ > 'ng,' /qu/ > 'qu.'

Students will decode CVC, CCVC, and CVCC words, including those with the consonant digraphs 'ng' and 'qu'.

Students will read the following Tricky Words: said, says.

### Reading

As the teacher reads "Nat" aloud, students will identify features of a sentence, Tricky Words, and common nouns, as well as answer questions about the key details.

Students will read "Nat" with purpose and understanding.

### Formative Assessment

Activity Page 20.1: Label the Picture

Observation: Discussion Questions "Nat"

Observation: Anecdotal Reading Record "Nat"

### Lesson 21:

#### Primary Focus of Lesson

#### Foundational Skills

Students will identify the letter-sound correspondences for the following digraphs: /ng/ > 'ng,' /qu/ > 'qu.'

Students will decode CVC, CCVC, and CVCC words, including those with the consonant digraphs 'ng' and 'qu'.

Students will read the following Tricky Words: said, says.

### Reading

As the teacher reads "Nat" aloud, students will identify features of a sentence, Tricky Words, and common nouns, as well as answer questions about the key details.

Students will read "Nat" with purpose and understanding.

### Formative Assessment

Activity Page 20.1: Label the Picture

Observation: Discussion Questions “Nat”

Observation: Anecdotal Reading Record “Nat”

Observation: Anecdotal Reading Record “The Trip to the U.K.”

Activity Page 21.2: Story Questions “The Trip to the U.K.”

Lesson 22: Review: Basic Code and Nouns

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes.

Students will isolate the medial short vowel sound in spoken words and identify the correct spelling.

Language (Grammar)

Students will identify common nouns that name a thing in orally presented phrases and simple sentences.

Reading

Students will read “Bud the Cat” with purpose and understanding, sequence the events of the story in correct chronological order, and answer questions about the key details of the story.

Formative Assessment

Observation: Oral Blending and Segmenting

Observation: Anecdotal Reading Record “Bud the Cat”

Observation: Discussion Questions “Bud the Cat”

Activity Pages 22.1, 22.2: Sequence Story Events “Bud the Cat”

Lesson 23: Review: Advanced Code

Primary Focus of Lesson

Foundational Skills

Students will read the following Tricky Words: a, I, no, so, of, is, to, all, some, from, word, are, have, were, one, once, do, two, the, who, said, says.

Students will read short-vowel words with the following double-letter consonant spellings; ‘bb,’ ‘dd,’ ‘ff,’ ‘gg,’ ‘ll,’ ‘mm’ and ‘ss.’

Students will identify the following spelling alternative letter-sound correspondence: /k/ > ‘ck.’

Reading

Students will read “The Fish” with purpose and understanding and answer written questions about the key details of the story in complete sentences.

Formative Assessment

Observation: Anecdotal Reading Record “The Fish”

Activity Page 23.1: Story Questions “The Fish”

Lesson 24: Review: Advanced Code and Nouns

Primary Focus of Lesson

Language (Grammar)

Students will identify common nouns that name a person or thing in orally presented phrases and simple sentences.

Foundational Skills

Students will read short-vowel words with the following double-letter consonant spellings: ‘cc,’ ‘nn,’ ‘pp,’ ‘rr,’ ‘tt,’ and ‘zz.’

Students will identify ‘c,’ ‘k,’ ‘ck,’ and ‘cc’ all as possible spellings for /k/ and will decode words with these spellings.

Formative Assessment

Activity Page 24.1: Word Sort for /k/

Lesson 25: Review: Advanced Code and Tricky Words

Primary Focus Objectives

Foundational Skills

Students will read the following Tricky Words: I, no, so, of, is, to, all, some, from, word, are, have, were, one, once, do, two, the, who, said, says.

Students will differentiate between the voiced and unvoiced phonemes of /s/— /z/ in orally spoken words and will also identify ‘s’ as a possible spelling for /z/, correctly decoding words with this spelling.

Students will read the following Tricky Words: was, when, why.

Students will identify ‘c,’ ‘k,’ ‘ck,’ and ‘cc’ all as possible spellings for /k/ and will decode words with these spellings.

Lesson 26: Review: Advanced Code and Nouns

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes.

Language (Grammar)

Students will identify common nouns that name a person, place, or thing in orally presented phrases and simple sentences.

Reading

As the teacher reads “The Flag Shop” aloud, students will identify features of a sentence, as well as answer questions about the key details.

Students will read “The Flag Shop” with purpose and understanding and answer written questions about the key details of the story in complete sentences.

Formative Assessment

Observation: Oral Blending and Segmenting

Observation: Anecdotal Reading Record “The Flag Shop”

Observation: Discussion Questions “The Flag Shop”

Activity Page 26.1: Story Questions “The Flag Shop”

Lesson 27: Review: Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes.

Students will read the following Tricky Words: where, what, which, who, when, why.

Formative Assessment

Observation: Oral Blending and Segmenting

Lesson 28: Review: Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes.

Reading

Students will read “Which Is the Best?” with purpose and understanding and answer written questions about the key details of the story in complete sentences.

Foundational Skills

Students will read the following Tricky Words: a, I, no, so, of, is, to, all, some, from, word, are, have, were, one, once, do, two, the, said, says, where, what, which, who, when, why.

Formative Assessment

Observation: Oral Blending and Segmenting

Observation: Anecdotal Reading Record “Which Is the Best?”

Observation: Discussion Questions “Which Is the Best?”

Activity Page 28.1: Story Questions “Which Is the Best?”

Lesson 29: Review: Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes.

Students will read the following Tricky Words: here, there.

Language (Grammar)

Students will identify common nouns that name a person, place, or thing in orally presented phrases and simple sentences.

Reading

Students will read “The Bus Stop” with purpose and understanding, sequence the events of the story in correct chronological order, and answer questions about the key details of the story.

Formative Assessment

Observation: Oral Blending and Segmenting

Activity Pages 29.1, 29.2: Sequence Story Events “The Bus Stop”

Lesson 30: Review: Dictation

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes.

Language (Spelling)

Students will spell one-syllable short-vowel words with double-consonant spellings and consonant digraphs (up to four phonemes).

Reading

As the teacher reads “On the Bus” aloud, students will identify features of a sentence, as well as answer questions about the key details.

Students will read “On the Bus” with purpose and understanding and answer written questions about the key details of the story in complete sentences.

Formative Assessment

Observation: Oral Blending and Segmenting

Observation: Discussion Questions “On the Bus”

Observation: Anecdotal Reading Record “On the Bus”

Activity Page 30.1: Story Questions “On the Bus”

Lesson 31: Review: Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes.

Language (Spelling)

Students will spell the following Tricky Words: a, I, no, of, from, are, were, one, who, two.

Reading

Students will read “The Man in the Black Hat” with purpose and understanding and answer written questions about the key details of the story in complete sentences.

Formative Assessment

Observation: Oral Blending and Segmenting

Activity Page 31.1: Tricky Word Practice

Observation: Anecdotal Reading Record “The Man in the Black Hat”

Observation: Discussion Questions “The Man in the Black Hat”

Activity Page 31.2: Story Questions “The Man in the Black Hat”

Lesson 32: Review: Tricky Words

Primary Focus of Lesson

Foundational Skills

Students will orally blend and segment single-syllable words with up to four phonemes.

### Language (Spelling)

Students will spell the following Tricky Words: the, here, there, was, where, why, what, who, said, says.

### Reading

Students will read “The Man in the Kilt” with purpose and understanding and answer written questions about the key details of the story in complete sentences.

### Formative Assessment

Observation: Oral Blending and Segmenting

Activity Page 32.1: Tricky Word Practice

Observation: Anecdotal Reading Record “The Man in the Kilt”

Observation: Discussion Questions “The Man in the Kilt”

Activity Page 32.2: Story Questions “The Man in the Kilt”

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit 1 - Lessons 1-15*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504:**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

**Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

**Interdisciplinary Connections**

Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Science:

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

**List of Core Instructional and Supplemental Materials**

**Core Materials:**

- Amplify CKLA
- Knowledge/Skills

**Supplemental Materials**

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

**Mandates**

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.



## Grade 1 Knowledge Unit 3: Different Lands, Similar Stories

### Unit Summary

Students encounter different cultures from around the world as they explore the ways in which folktales from different lands treat similar themes or characters, including variations on the Cinderella story, the adventures of supernaturally small characters, and the exploits of cunning tricksters.

### Unit Goals:

- Demonstrate understanding of key vocabulary
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Set a purpose for listening and make text-to-text connections
- Retell stories using story grammar and a correct sequence of events
- Compare and contrast fairy tales and folktales
- Domain Assessment

### Essential Questions: Essential Questions:

- Who and what are the characters, settings, and major events in a story, using key details?
- What are the major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types?
- Can I 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?
- Can I 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?
- With guidance and support from adults, can I focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed?

### Enduring Understandings:

- The fairy tales and folktales we’ve grown up with are known throughout the world; each culture has its own unique retelling.
- There are many common themes in these tales, such as people who are treated unfairly and ultimately find happiness, supernaturally small characters, and cunning animals who try and trick children.

NJSLS:

**Knowledge**

Lesson 1

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Lesson 2

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Lesson3

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Lesson 4

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Lesson 5

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### Lesson 6

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### Lesson 7

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

#### Lesson 8

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

through other media.

## Lesson 9

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

## **Skills Unit 2 (Lessons 1-14)**

### Lesson 1

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

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

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

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

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

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

### Lesson 2

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

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

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

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

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

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

### Lesson 3

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

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

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

### Lesson 4

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

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

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

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

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

### Lesson 5

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

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

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

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

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

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

### Lesson 6

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

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

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

how).

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

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

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

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

Lesson 7

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

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

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

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

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

Lesson 8

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

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

Lesson 9

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

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

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

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

Lesson 10

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

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

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

how).

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

#### Lesson 11

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

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

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

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

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

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

#### Lesson 12

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

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

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

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

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

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

#### Lesson 13

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

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

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

## Lesson 14

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

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

### Assessment:

- Formative
  - Exit Ticket
  - Activity Pages
  - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading

### Lesson 1: Cinderella

#### Primary Focus of the Lesson:

#### Speaking and Listening

Students will discuss elements of stories.

#### Reading

Students will identify characters, setting, and events in a fairy tale.

#### Language

Students will demonstrate understanding of the Tier 2 word worthy.

#### Writing

With assistance, students will use a graphic organizer to retell a fairy tale.

#### Formative Assessment

Exit Pass: Element of the Story Students will illustrate and write a sentence about one element of “Cinderella,” either character(s), setting, plot, or conflict.

Core Vocabulary: embraced, splendor, warning , worthy

Read Aloud: Cinderella

### Lesson 2: The Girl with the Red Slippers

#### Primary Focus of the Lesson:

Primary Focus of Lesson

#### Reading

Students will identify story elements of a fairy tale.

Students will identify similarities and differences in two fairy tales.



### Language

Students will demonstrate understanding of the Tier 2 word cautiously.

### Writing

Students will illustrate and describe an event from a fairy tale.

### Formative Assessment

Exit Pass: Beginning, Middle, or End Students will identify in writing whether a part of the story happened in the beginning, middle, or end.

Core Vocabulary: cautiously, preferred, revived, scoured

Read Aloud: The Girl with the Red Slippers

## **Lesson 3: Big Beg**

### Primary Focus of the Lesson:

#### Reading

Students will identify characters, setting, and events of a fairy tale.

Students will identify similarities and differences in three fairy tales.

#### Language

Students will demonstrate understanding of the Tier 2 word monstrous.

#### Writing

With assistance, students will use a graphic organizer to compare and contrast three fairy tales.

#### Formative Assessment

Exit Pass: One Similarity Across Fairy Tales Students will orally identify one similarity across all three fairy tales.

Core Vocabulary: concerned, demanded, monstrous

Read Aloud: Billy Beg

## **Lesson 4: Tom Thumb**

### Primary Focus of the Lesson:

#### Reading

Students will review similarities and differences in three fairy tales.

Students will act out the main events of a folktale.

#### Language

Students will demonstrate understanding of the Tier 2 word commotion.

## Reading

Students will describe the unique experiences of the main character in a folktale.

## Formative Assessment

Exit Pass: Main Character Students will orally describe something that is unique about Tom Thumb.

Core Vocabulary: avoid, clever, commotion, scampered

Read Aloud: Tom Thumb

## **Lesson 5: Thumbelina**

Primary Focus of the Lesson:

## Reading

Students will identify elements of stories and elements of a folktale they heard read aloud.

Students will identify similarities and differences in two folktales.

## Language

Students will demonstrate understanding of the Tier 2 word scarcely.

## Writing

With assistance, students will use a graphic organizer to compare and contrast two folktales.

## Formative Assessment

Activity Page 5.1: Venn Diagram Students will compare and contrast “Thumbelina” and “Tom Thumb” in writing.

Core Vocabulary: dwelling, extravagance, foreign, fragrant, scarcely

Read Aloud: Thumbelina

## **Lesson 6: Issun Boshi: One-Inch Boy**

Primary Focus of the Lesson:

## Reading

Students will identify elements of a folktale they heard read aloud.

Students will identify similarities and differences in three folktales.

## Language

Students will demonstrate understanding of the Tier 2 word deeds.

## Writing

Students will illustrate and describe an event from a folktale in order to compare and contrast folktales.

Formative Assessment

Exit Pass: Middle of the Folktale Students will use a group drawing to orally describe a similarity or difference between folktales.

Core Vocabulary: astonished, crammed, deeds, dodging, permission

Read Aloud: Issun Boshi: One-Inch Boy

**Lesson 7: Little Red Riding Hood**

Primary Focus of the Lesson:

Speaking and Listening

Students will recall information about stories read aloud.

Reading

Students will identify the consequences of the main character's actions in a folktale.

Language

Students will demonstrate understanding of the Tier 2 word cherished.

Writing

Students will illustrate and describe an event from a folktale.

Formative Assessment

Exit Pass: Drawing the Read-Aloud Students will orally describe the drawings they created about specific parts of the read-aloud.

Core Vocabulary: cherished, grateful, sly

Read Aloud: Little Red Riding Hood

**Lesson 8: Hu Gu Po**

Primary Focus of the Lesson:

Reading

Students will identify elements of a folktale they heard read aloud.

Students will identify similarities and differences in two folktales.

Language

Students will demonstrate understanding of the Tier 2 word cunning.

Speaking and Listening

With assistance, students will use a graphic organizer to compare and contrast two folktales.

## Formative Assessment

Activity Page 8.1: Which Folktale? Venn Diagram Students will compare and contrast “Little Red Riding Hood” and “Hu Gu Po” in writing.

Core Vocabulary: alarmed, cunning, latch, perplexed, strict

Read Aloud: Hu Gu Po

## Lesson 9: Tselane

### Primary Focus of the Lesson:

#### Reading

Students will identify elements of a folktale they heard read aloud.

Students will identify similarities and differences among characters in three folktales.

#### Language

Students will demonstrate understanding of the Tier 2 word fright.

Students will demonstrate understanding of the demonstratives this, that, those, and these.

#### Writing

With assistance, students will use a graphic organizer to compare and contrast three folktales.

## Formative Assessment

Activity Page 8.1: Which Folktale? Venn Diagram Students will compare and contrast “Little Red Riding Hood,” “Hu Gu Po,” and “Tselane” in writing.

Core Vocabulary: curious, fright, intending, roam

Read Aloud: Tselane

## Lesson 10: Domain Assessment

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in Different Lands, Similar Stories. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in Different Lands, Similar Stories.

## First Grade Skills Unit 2 Lessons 1-14

Lesson 1: Basic Code: Introduce /ee/ > ‘ee’

### Foundational Skills

Students will read one-syllable words with /a/ > ‘a,’ /e/ > ‘e,’ /i/ > ‘i,’ /o/ > ‘o,’ and /u/ > ‘u.’

Students will listen to and orally produce the /ee/ sound at the beginning, middle, and end of words.

Students will read and write one-syllable words spelled with the vowel digraph /ee/ > ‘ee.’

### Reading

As the teacher reads “Gran’s Trips” aloud, students will identify features of a sentence, as well as answer questions about literal and evaluative questions about key details, characters, and main events of the story.

### Formative Assessment

Observation: Discussion Questions “Gran’s Trips”

Activity Page 1.2: Story Questions “Gran’s Trips”

### Lesson 2: Grammar: Common and Proper Nouns

#### Primary Focus of Lesson

#### Language (Grammar)

Students will identify common nouns in short phrases.

#### Foundational Skills

Students will decode one-syllable words with /ee/ > ‘ee,’ /e/ > ‘e,’ /i/ > ‘i.’

Students will read the following Tricky Words: he, she, be, me, we.

#### Language (Grammar)

Students will identify the nouns in short phrases and will distinguish between common and proper nouns.

### Reading

As the teacher reads “The Pet” aloud, students will identify features of a sentence, identify nouns, and answer literal and inferential questions about key details of the story.

### Formative Assessment

Observation: Discussion Questions Observation Record “The Pet”

Activity Page 2.1: Story Questions “The Pet”

### Lesson 3: Basic Code : Introduce /ae/ > ‘a\_e”

#### Primary Focus of Lesson

#### Foundational Skills

Students will listen to and orally produce the /ae/ sound at the beginning, middle, and end of words.

Students will read and write one-syllable words with the long vowel /ae/ > ‘a\_e.’

As the teacher dictates words, students will segment and blend phonemes to form and write one-syllable words with long vowel /ae/ and short vowel /a/ sounds.

### Reading

Students will reread “Gran’s Trips” or “The Pet” with accuracy, appropriate rate, and expression; and will demonstrate comprehension by retelling the story to a partner.

### Formative Assessment

Activity Page 3.1: Digraph Dictation

Observation: Anecdotal Reading Record “Gran’s Trips” or “The Pet” (Group 1)

Lesson 4: Review Common Nouns and /ae/ > 'a\_e'

Primary Focus of Lesson

Language (Grammar)

Students will demonstrate knowledge of nouns by identifying the nouns in oral phrases.

Foundational Skills

Students will demonstrate knowledge of the 'a\_e' vowel pattern by decoding words with /a/ > 'a' and /ae/ > 'a\_e.'

Reading

Students will read "King" with purpose and understanding, and will answer oral and written literal, inferential, and evaluative questions about the story.

Formative Assessment

Observation: Discussion Questions Observation Record "King"

Observation: Anecdotal Reading Record "King" (Group 2)

Activity Page 4.1: Story Questions "King"

Lesson 5: Tricky Words: Introduce: They and Their

Primary Focus of Lesson

Foundational Skills

Students will segment and blend phonemes to form one-syllable words with /a/ and /ae/.

Students will decode words with /a/ > 'a,' and /ae/ > 'a\_e.'

Students will read the following Tricky Words: they, their.

Reading

Students will read "Where Is King?" with purpose and understanding, and will answer literal and inferential questions about the text.

Formative Assessment

Observation: Discussion Questions Observation Record "Where Is King?"

Observation: Anecdotal Reading Record "Where Is King?" (Group 1)

Activity Page 5.1: Story Questions "Where Is King?"

Lesson 6: Basic Code: Introduce /ie/ > 'i\_e'

Primary Focus of Lesson

Foundational Skills

Students will listen to, produce, and distinguish words with the long vowel /ie/ sound.

Students will read and write one-syllable words with the long vowel /ie/ > 'i\_e.'

As the teacher dictates words, students will segment and blend phonemes to form and write one-syllable words with long vowel /ie/ and short vowel /i/ sounds.

Reading

Students will read "The Swim Meet" with purpose and understanding, and will answer literal and inferential questions about the story.

Formative Assessment

Activity Page 6.1: Digraph Dictation

Observation: Anecdotal Reading Record “The Swim Meet”

Activity Page 6.2: Story Questions “The Swim Meet”

Observation: Discussion Questions “The Swim Meet”

Lesson 7: Grammar, Review: Common and Proper Nouns and Tricky Words

Primary Focus of Lesson

Language (Grammar)

Students will distinguish between proper nouns and common nouns, and will identify proper and common nouns in sentences.

Foundational Skills

Students will read decodable phrases featuring words with long vowel patterns; and will read previously taught Tricky Words accurately.

Reading

Students will read “At the Reef” with purpose and understanding, and will answer literal, inferential and evaluative questions about the story.

Formative Assessment

Observation: Discussion Questions “At the Reef”

Observation: Anecdotal Reading Record “At the Reef” (Group 2)

Activity Page 7.1: Story Questions “At the Reef”

Lesson 8 : Basic Code: Introduce /oe/ > ‘o\_e’

Primary Focus of Lesson

Foundational Skills

Students will decode single syllable words with /i/ > ‘i’ and /ie/ > ‘i\_e.’

Students will listen to and orally produce the /oe/ sound at the beginning, middle, and end of words.

Students will read and write words with the long vowel sound spelled with the vowel digraph ‘o\_e’ > /oe/.

Formative Assessment

Activity Page 8.1: Digraph Dictation

Lesson 9: Review : Long Vowels and Nouns

Primary Focus of Lesson

Foundational Skills

Students will identify the following sound/spellings; /a/ > ‘a,’ /ae/ > ‘a\_e,’ /oe/ > ‘o\_e,’ /ee/ > ‘ee,’ /ie/ > ‘i\_e.’

Language (Grammar)

Students will define what a noun is and will generate a list of examples of nouns in small groups.

### Foundational Skills

Students will decode words with the following sound/spellings; /a/ > 'a,' /ae/ > 'a\_e,' /i/ > 'i,' /ie/ > 'i\_e,' /o/ > 'o,' and /oe/ > 'o\_e.'

### Reading

Students will reread "Gran" with increased accuracy, rate, and expression.

### Formative Assessment

Observation: Anecdotal Reading Record (Group 1)

### Lesson 10 : Tricky Words: Introduce: My and By

#### Primary Focus of Lesson

#### Foundational Skills

Students will review the following sound/spellings; /u/ > 'u,' /a/ > 'a,' /ae/ > 'a\_e,' /ie/ > 'i\_e,' /i/ > 'i,' /o/ > 'o,' /oe/ > 'o\_e,' /e/ > 'e,' and /ee/ > 'ee.'

Students will read and write the following Tricky Words: my, by.

### Reading

Students will read "The Bug Glass" with purpose and understanding, will answer oral and written literal and evaluative questions about the story, and will reread the story with increased accuracy, appropriate rate, and expression.

### Formative Assessment

Observation: Discussion Questions "The Bug Glass"

Observation: Anecdotal Reading Record "The Bug Glass" (Group 2)

Activity Page 10.1: Story Questions "The Bug Glass" (Group 1)

### Lesson 11: Grammar, review: Nouns and Tricky Words

#### Primary Focus of Lesson

#### Language (Grammar)

Students will identify nouns that name places in written phrases.

#### Foundational Skills

Students will identify the following sound/spellings; /ae/ > 'a\_e,' /ie/ > 'i\_e,' /oe/ > 'o\_e.'

Students will read the following Tricky Words: so, no, and some.

Students will decode and sort words with /o/ > 'o' and /oe/ > 'o\_e.'

### Reading

Students will read "The Tape" with purpose and understanding and will answer literal, inferential, and evaluative questions about the story.

### Formative Assessment

Activity Page 11.1: Word Sort

Observation: Anecdotal Reading Record "The Tape"



Observation: Discussion Questions “The Tape”

Activity Page 11.2: Story Questions “The Tape”

Lesson 12: Basic Code: Introduce /ue/ > ‘u\_e’

Primary Focus of Lesson

Foundational Skills

Students will identify the /ue/ sound in spoken words.

Students will read and write one-syllable words with /u/ > ‘u’ and the vowel digraph /ue/ > ‘u\_e.’

Reading

Students will read “Fuzz and Mel” with purpose and understanding, and will answer literal, inferential, and evaluative questions about the story.

Formative Assessment

Activity Page 12.1: Digraph Dictation

Activity Page 12.2: Story Questions “Fuzz and Mel”

Observation: Discussion Questions “Fuzz and Mel”

Lesson 13: Tricky Words: Introduce: You

Primary Focus of Lesson

Foundational Skills

Students will read and write the Tricky Word you.

Students will write dictated words with the following sound/spellings: /u/ > ‘u,’ /ue/ > ‘u\_e,’ /a/ > ‘a,’ /ae/ > ‘a\_e,’ /o/ > ‘o,’ /oe/ > ‘o\_e,’ /i/ > ‘i,’ /ie/ > ‘i\_e.’

Students will decode words with the following sound/spellings: /u/ > ‘u,’ /ue/ > ‘u\_e,’ /a/ > ‘a,’ /ae/ > ‘a\_e,’ /o/ > ‘o,’ /oe/ > ‘o\_e,’ /i/ > ‘i,’ /ie/ > ‘i\_e,’ /e/ > ‘e,’ /ee/ > ‘ee.’

Language (Grammar)

Students will identify nouns in the story “Fuzz and Mel,” identify if the nouns are proper nouns, and explain why the nouns are proper or common.

Reading

Students will read “The Sweet Shop” with purpose and understanding, and will answer literal and evaluative questions about the story.

Formative Assessment

Activity Page 13.1: Digraph Dictation

Observation: Anecdotal Reading Record “The Sweet Shop”

Activity Page 13.2: Story Questions “The Sweet Shop”

Observation: Discussion Questions “The Sweet Shop”

Lesson 14: Tricky Word : Introduce: Your

Primary Focus of Lesson

Foundational Skills

Students will read decodable phrases with accuracy and understanding.

Students will read and write the Tricky Word your.

Reading

Students will reread stories from Gran with increased accuracy, appropriate rate, and expression; and will review the spellings and punctuation marks used in the stories.

Formative Assessment

Observation: Anecdotal Reading Record

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge the Unit*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504:**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

## **Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

## **Interdisciplinary Connections**

### **Arts / Music / Visual and Performing Arts**

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

### **Health/P.E.**

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

### **Social Studies:**

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

### **Science:**

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

## **List of Core Instructional and Supplemental Materials**

### **Core Materials:**

- Amplify CKLA
- Knowledge/Skills

### **Supplemental Materials**

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

## **Mandates**

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Grade 1 Knowledge Unit 4: Early World Civilizations

### Unit Summary

What is needed to build a civilization? Going back to the ancient Middle East, students explore Mesopotamia and Egypt and learn about the importance of rivers, farming, writing, laws, art, and beliefs.

### Unit Goals:

- Demonstrate understanding of key vocabulary
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Set a purpose for listening and identify important information in a text
- Explore informational writing by collecting information and recording it in timelines, graphic organizers, and using the information to write a paragraph
- Domain Assessment

### Essential Questions:

- Can I identify the main topic and retell key details of a text?
- What is the connection between two individuals, events, ideas, or pieces of information in a text?
- How do the illustrations and details in a text to describe its key ideas?
- Can I identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)?
- Can I 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?
- Can I 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)?
- Who are the people, places, things, and events with relevant details, expressing ideas and feelings clearly?
- Can I demonstrate command of the conventions of standard English grammar and usage when writing or speaking?
- Can I ask and answer questions about key details in a text?
- Can I demonstrate understanding of spoken words, syllables, and sounds (phonemes)?
- Can I apply grade-level phonics and word analysis skills in decoding words?
- Can I read with sufficient accuracy and fluency to support comprehension?

### Enduring Understandings:

- Civilizations have fundamental features, including cities and government, forms of communication, and religion.
- The Tigris and Euphrates rivers were vital to the establishment of Mesopotamia, from which we received the earliest form of writing and first codification of laws.
- Egypt was founded on the Nile river, and its contributions include hieroglyphics, pharaohs, pyramids, and the significance of mummification.

### NJSLS:

## Knowledge Unit 4

### Lesson 1

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

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

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

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

### Lesson 2

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

### Lesson 3

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### Lesson 4

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### Lesson 5

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### Lesson 6

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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



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

#### Lesson 7

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

#### Lesson 8

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

## Lesson 9

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

## Lesson 10

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

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

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

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

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

## Lesson 11

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

## Lesson 12

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

#### Lesson 13

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### Lesson 14

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### Lesson 15

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### Lesson 16

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

## **Skills 2 Lessons 15-19**

### Lesson 15

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

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

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

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

### Lesson 16

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

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

### Lesson 17

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

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

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

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

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

### Lesson 18

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

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

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

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

#### Lesson 19

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

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

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

### **Skills 3 Lessons 1-13**

#### Lesson 1

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

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

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

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

#### Lesson 2

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

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

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

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

#### Lesson 3

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

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

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

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

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

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

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

#### Lesson 4

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

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

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

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

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

#### Lesson 5

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

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

#### Lesson 6

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

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

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

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

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

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

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

#### Lesson 7

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

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

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

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

#### Lesson 8

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

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

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

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

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

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

#### Lesson 9

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

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

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

#### Lesson 10

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

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

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

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

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

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

#### Lesson 11

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

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

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

#### Lesson 12

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

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

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

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

## Lesson 13

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

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

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

### **Assessment:**

- Formative
  - Exit Ticket
  - Activity Pages
  - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading

## **Lesson 1: A Father and His Son in Mesopotamia**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will discuss the word ancient and describe the land in Mesopotamia.

#### Reading

Students will explain the importance of the Euphrates and Tigris Rivers in Mesopotamia.

#### Language

Students will demonstrate understanding of the Tier 2 word trade.

#### Writing

With assistance, students will use a graphic organizer to identify farming practices and the importance of the city of Babylon in Mesopotamia.

#### Language

Students will demonstrate understanding of the Tier 3 word banks.

#### Formative Assessment

Activity Page 1.1: Civilizations Chart Students will identify farming practices and the importance of the city of Babylon in Mesopotamia.



Core Vocabulary: banks, canals, flow, reservoir, trade

Read Aloud: A Father and His Son in Mesopotamia

## **Lesson 2: Writing in Mesopotamia**

Primary Focus of the Lesson:

Speaking and Listening

Students will review the importance of canals and the contributions of King Hammurabi in Mesopotamia.

Reading

Students will describe the importance of writing in Mesopotamia.

Language

Students will demonstrate understanding of the Tier 2 word symbols.

Writing

Students will use a graphic organizer to identify the type of writing and the contributions of King Hammurabi in Mesopotamia.

Language

Students will demonstrate understanding of “The Golden Rule.”

Formative Assessment

Activity Page 1.1: Civilizations Chart Students will identify the type of writing and the contributions of King Hammurabi in Mesopotamia.

Core Vocabulary: cuneiform, records, scribes, symbols, tablets

Read Aloud: Writing in Mesopotamia

## **Lesson 3: The Religion of Babylon**

Primary Focus of the Lesson:

Speaking and Listening

Students will review features of the ancient Mesopotamian civilization.

Reading

Students will explain the religious beliefs and practices of people in Mesopotamia.

Language

Students will demonstrate understanding of the Tier 2 word religion.

Writing

Students will identify the religion of people in Mesopotamia and, in collaboration with peers, write about and

illustrate it.

Formative Assessment

Interactive Illustrations In pairs, students will write about the religion of people in Mesopotamia and illustrate it.

Core Vocabulary: gods/goddesses, priests, religion, temples, ziggurat

Read Aloud: The Religion of Babylon

#### **Lesson 4: The Hanging Gardens**

Primary Focus of the Lesson:

Speaking and Listening

Students will review and discuss what they have learned about Mesopotamia.

Reading

Students will identify changes in the city of Babylon over time.

Language

Students will demonstrate understanding of the Tier 3 word caravan.

Reading

With assistance, students will create a class timeline to distinguish ancient times from modern times and depict changes to the city of Babylon.

Formative Assessment

Changes in Babylon Students will create a class timeline to depict the changes in the city of Babylon.

Core Vocabulary: caravan, chariots, merchant, platforms

Read Aloud: The Hanging Gardens of Babylon

#### **Lesson 5: People of the Nile**

Primary Focus of the Lesson:

Speaking and Listening

Students will review what a desert is and the importance of rivers.

Reading

Students will explain the importance of the Nile River to the Egyptians.

Language

Students will demonstrate understanding of the Tier 2 word flooding.

#### Writing

Students will describe the idea of setting and illustrate a story that takes place on the Nile River.

#### Formative Assessment

Exit Pass: Illustrate a Story Students will illustrate a story that takes place on the Nile River.

Core Vocabulary: advantage, enriched, flooding

Read Aloud: People of the Nile

### **Lesson 6: Writing in Ancient Egypt**

#### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review what a desert is and the importance of rivers.

#### Reading

Students will explain the importance of the Nile River to the Egyptians.

#### Language

Students will demonstrate understanding of the Tier 2 word flooding.

#### Writing

Students will describe the idea of setting and illustrate a story that takes place on the Nile River.

#### Formative Assessment

Exit Pass: Illustrate a Story Students will illustrate a story that takes place on the Nile River.

Core Vocabulary: accurately, hieroglyphics, hieroglyphs

Read Aloud: Writing in Ancient Egypt

### **Lesson 7: Amon-Ra and the Gods of Ancient Egypt**

#### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review features of the ancient Egyptian civilization.

#### Reading

Students will explain the religious beliefs and practices of the ancient Egyptians.

#### Language

Students will demonstrate understanding of the Tier 2 words depicted, specific, and completely.

### Writing

With assistance, students will use a graphic organizer to identify the religious beliefs and practices of the ancient Egyptians.

### Formative Assessment

Exit Pass: Religion in Ancient Egypt Students will describe the religious practices and beliefs of ancient Egyptians.

Core Vocabulary: blossom, depicted, lotus

Read Aloud: Amon-Ra and the Gods of Ancient Egypt

## **Lesson 8: Approaching the Great Pyramid**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review features of the ancient Egyptian civilization.

#### Reading

Students will explain the significance of the pyramids.

#### Language

Students will demonstrate understanding of the Tier 2 word treasure.

Students will demonstrate understanding of the multiple meaning word steps.

### Formative Assessment

Exit Pass: Compare/Contrast Students will explain one similarity or one difference between pyramids and ziggurats.

Core Vocabulary: afterlife, architect, pharaoh, pyramid, treasure

Read Aloud: Approaching the Great Pyramid

## **Lesson 9: The Sphinx**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review what they have learned about pyramids.

#### Reading

Students will describe how the pyramids were built and explain the significance of the Great Sphinx.

#### Language

Students will demonstrate understanding of the Tier 2 word visible.

Students will identify and use subject pronouns.

Formative Assessment

Exit Pass Students will use a subject pronoun in a sentence to describe something they learned in this lesson about ancient Egypt.

Core Vocabulary: sphinx, tugged, visible

Read Aloud: The Sphinx

### **Lesson 10: The Story of Hatshepsut**

Primary Focus of the Lesson:

Speaking and Listening

Students will review components of the ancient Egyptian civilization.

Reading

Students will make predictions about the pharaoh Hatshepsut.

Language

Students will demonstrate understanding of the Tier 2 word tradition.

Writing

With assistance, students will use a graphic organizer to analyze the actions of Hatshepsut.

Formative Assessment

Exit Pass: Significance of Hatshepsut Students will explain why Hatshepsut was significant to the ancient Egyptian civilization.

Core Vocabulary: accomplishments, counselors, declare, tradition

Read Aloud: The Story of Hatshepsut

### **Lesson 11: Tutankhamun, The Golden Pharaoh, Part 1**

Primary Focus of the Lesson:

Speaking and Listening

Students will review the significance of the pharaoh Hatshepsut.

Reading

Students will identify key details about the pharaohs of ancient Egypt.

Language

Students will demonstrate understanding of the Tier 3 word archaeologist.

Reading

With assistance, students will create a class timeline to depict pharaohs of ancient Egypt over time.

Formative Assessment

Exit Pass: Importance of Pharaohs Students will explain how pharaohs impacted the ancient Egyptian civilization.

Core Vocabulary: archaeologist, authority, passage, tombs, valuable

Read Aloud: Tutankhamun, The Golden Pharaoh, Part 1

### **Lesson 12: Tutankhamun, The Golden Pharaoh, Part 2**

Primary Focus of the Lesson:

Speaking and Listening

Students will identify key details about Tutankhamun and the search for his tomb.

Reading

Students will identify key details about the pharaohs of ancient Egypt.

Language

Students will demonstrate understanding of the Tier 2 word triumph.

Speaking and Listening

Students will identify and explain the key components of a civilization.

Formative Assessment

Activity Page 1.1: Key Components of a Civilization Students will identify key components of the civilizations of Mesopotamia and ancient Egypt.

Core Vocabulary: priceless, sarcophagus, triumph

Read Aloud: Tutankhamun, The Golden Pharaoh, Part 2

### **Lesson 13: Three World Religions**

Primary Focus of the Lesson:

Speaking and Listening

Students will review religion in Mesopotamia and ancient Egypt.

Reading

Students will identify the names of three world religions.

Language

Students will demonstrate understanding of the Tier 2 word faithful.

Writing

With assistance, students will create a graphic organizer to outline three world religions.

Formative Assessment

Activity Page 13.1: Three World Religions Students will identify three world religions as monotheistic.

Core Vocabulary: Christianity, faithful, Islam, Judaism, shrine

Read Aloud: Three World Religions

**Lesson 14: Judaism**

Primary Focus of the Lesson:

Speaking and Listening

Students will review facts about Abraham.

Reading

Students will identify key information about Judaism.

Language

Students will demonstrate understanding of the Tier 3 word synagogue.

Writing

With assistance, students will record key facts about Judaism on a graphic organizer.

Formative Assessment

Activity Page 13.1: Facts About Judaism Students will identify key information about Judaism.

Core Vocabulary: Hebrew, Jewish, prophet, rabbi, synagogue

Read Aloud: Judaism

**Lesson 15: Christianity**

Primary Focus of the Lesson:

Speaking and Listening

Students will review key information about Judaism.

Reading

Students will identify key information about Christianity.

Language

Students will demonstrate understanding of the Tier 2 word miracle.

Writing

With assistance, students will record key facts about Christianity on a graphic organizer.

Formative Assessment

Activity Page 13.1: Facts About Christianity Students will identify key information about Christianity.

Core Vocabulary: Christian, church, eternal, Messiah, miracle

Read Aloud: Christianity

## **Lesson 16: Islam**

### Primary Focus of the Lesson:

Primary Focus of Lesson

Speaking and Listening

Students will review key information about Judaism and Christianity.

Reading

Students will identify key information about Islam.

Language

Students will demonstrate understanding of the Tier 2 word fast.

Writing

With assistance, students will record key facts about Islam on a graphic organizer.

Formative Assessment

Activity Page 13.1: Facts About Islam Students will identify key information about Islam.

Core Vocabulary: fast , mosque, Muslim, prayer

Read Aloud: Islam

## **Lesson 16: Domain Assessment**

This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in Early World Civilizations. The results should guide review and remediation the following day.

There are four parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II, III, and IV of the assessment address the core content targeted in Early World Civilizations.

## **First Grade Skills Unit 2 Lessons 15-19 & Unit 3 Lessons 1-13**

Lesson 15: Review Tricky words and Long and Short Vowels

Foundational Skills

Students will read the following Tricky Words: he, she, we, be, me, they, their, my, by, you, and your.

Students will distinguish words with long vowel, vowel-consonant-‘e’ sound/spellings from words with short vowel sound/spellings.

Reading

Students will read “King and Queen” with purpose and understanding, and will answer literal, inferential, and evaluative questions about the story.

Formative Assessment

Observation: Discussion Questions “King and Queen”



Lesson 16: Review: Tricky words and Long and Short Vowels

Primary Focus of Lesson

Foundational Skills

Students will read and spell previously taught Tricky Words.

Students will distinguish words with long vowel, vowel-consonant-‘e’ sound/spellings from words with short vowel sound/spellings.

Reading

Students will reread stories from Gran with increased accuracy, appropriate rate, and expression on successive reading; and will review the spellings and punctuation marks used in the stories.

Formative Assessment

Observation: Anecdotal Reading Record (Group 1)

Lesson 17: Review: Nouns and Tricky Words

Primary Focus of Lesson

Language (Grammar)

Students distinguish between common and proper nouns, and will demonstrate understanding by designating nouns read aloud by the teacher as common or proper.

Reading

Students will read “The Trip West” with purpose and understanding, and will answer literal, inferential, and evaluative questions about the story.

Foundational Skills

Students will distinguish words with long vowel, vowel-consonant-‘e’ sound/spellings from words with short vowel sound/spellings.

Students will read and spell previously taught Tricky Words.

Formative Assessment

Observation: Anecdotal Reading Record “The Trip West”

Activity Page 17.1: Story Questions “The Trip West”

Observation: Discussion Questions “The Trip West”

Lesson 18: Unit Assessment: Word Recognition and Reading Comprehension

Primary Focus of Lesson

Foundational Skills

Students will know and apply grade-level phonics and word analysis skills in decoding words as they complete the Unit 2 Word Recognition Assessment.

Reading

Students will read “Saved by the Bells” independently and will answer multiple-choice, literal questions about the story.

Formative Assessment

Activity Page 18.1: Word Recognition Assessment

Activity Page 18.2: Reading Comprehension Assessment “Saved by the Bells”

Lesson 19: Unit Assessment : Identifying Nouns

Primary Focus of Lesson

Language (Grammar)

Students will identify the nouns in oral sentences, and will determine whether the noun names a person, place, or thing.

Students will determine the noun that is a person, place, or thing in text.

Reading

Students will reread stories from Gran with increased accuracy, appropriate rate, and expression.

Formative Assessment

Activity Page 19.1: Identifying Nouns Assessment

Skills Unit 3 Lesson 1: Basic Code: Introduce /oo/ > ‘oo’

Primary Focus of Lesson

Foundational Skills

Students will listen to and distinguish words with /oo/ and /ue/ vowel sounds in oral word pairs.

Students will read and write one-syllable words spelled with the vowel digraph /oo/ > ‘oo.’

Reading

Students will read the fable “King Log and King Crane” with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text, including the moral/life lesson.

Language (Spelling)

Students will read and spell the Tricky Word they and one-syllable words containing the following sound/spellings; /ae/ > ‘a\_e,’ /ee/ > ‘ee,’ /oe/ > ‘o\_e,’ /ie/ > ‘i\_e.’

Formative Assessment

Activity Page 1.1: Write the Spelling/Word Box

Observation: Anecdotal Reading Record “King Log and King Crane”

Observation: Discussion Questions “King Log and King Crane”

Activity Page 1.2: Story Questions “King Log and King Crane”

Lesson 2: Tricky Word and Writing: Introduce: Because; Plan a Fictional Narrative

Primary Focus Objectives

Foundational Skills

Students will provide the sounds for ‘i,’ ‘e,’ ‘a,’ ‘u,’ ‘o,’ ‘oo,’ and fourteen other spellings.

Students will read and write the Tricky Word because.

Language (Spelling)

Students will segment and blend phonemes during dictation to form one-syllable words with the sound /oo/ > ‘oo.’

## Writing

Students will follow along as the teacher reads “King Log and King Crane;” will be introduced to the three step writing process of plan, draft, and edit; and will fill out a story map to use in planning a draft of a written retelling of the story.

## Formative Assessment

Written Response: Dictation with Words

Activity Page 2.1: Story Map “King Log and King Crane”

## Lesson 3: Writing: Draft a Fictional Narrative

### Primary Focus of Lesson

### Foundational Skills

Students will listen to and identify one-syllable words that have the /oo/ sound.

## Reading

Students will partner read “The Two Dogs” with purpose and understanding, and will answer inferential and evaluative questions about the story.

## Writing

Students will use the story map completed in the previous lesson to write a draft retelling of “King Log and King Crane” as a class.

## Formative Assessment

Observation: Anecdotal Reading Record “The Two Dogs”

Observation: Discussion Questions “The Two Dogs”

## Lesson 4: Writing: Edit a Fictional Narrative

### Primary Focus of Lesson

### Foundational Skills

Students will orally review the short vowel sounds /i/, /e/, /a/, /u/, and /o/ in isolation.

## Reading

Students will reread “The Two Dogs” with increased accuracy, appropriate rate, and expression, and will answer literal and evaluative questions about the text.

## Writing

Students will use a step-by-step checklist to edit a draft retelling the fable “King Log and King Crane” as a class.

## Formative Assessment

Observation: Anecdotal Reading Record “The Two Dogs” (Group 1)

Activity Page 4.1: Story Questions “The Two Dogs” (Group 2)

Lesson 5: Assessment and Basic Code: Spelling Assessment and Introduce /oo/ > ‘oo’

### Primary Focus of Lesson

Language (Spelling)

Students will spell and write one-syllable words containing /ae/ > ‘a\_e,’ /ee/ > ‘ee,’ /oe/ > ‘o\_e,’ /ie/ > ‘i\_e,’ and the Tricky Word they in a weekly spelling assessment.

Foundational Skills

Students will review previously taught Tricky Words.

Students will read and write one-syllable words spelled with the vowel digraph /oo/ > ‘oo.’

Formative Assessment

Activity Page 5.1: Spelling Assessment

Activity Page 5.2: Write the Spelling / Word Box

Lesson 6: Writing: Plan and Draft a Book Report

Primary Focus of Lesson

Reading

Students will read the “The Hares and the Frogs” with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text, including the moral/life lesson.

Writing

Students will use a story map to write a draft of a book report about “The Two Dogs.”

Language (Spelling)

Students will spell and write one-syllable words with /o/ > ‘o,’ /o\_e/ > ‘oe,’ /oo/ > ‘oo,’ /oo/ > ‘oo,’ and the Tricky Word why.

Formative Assessment

Observation: Anecdotal Reading Record “The Hares and the Frogs” (Group 1)

Observation: Discussion Questions “The Hares and the Frogs”

Activity Page 6.1: Story Questions “The Hares and the Frogs” (Group 2)

Activity Page 6.3: Book Report Draft

Lesson 7: Tricky Spelling and Writing: Introduce ‘oo’ > /oo/ or /oo/

Primary Focus of Lesson

Foundational Skills

Students will read words with the tricky spelling ‘oo’ and will sort words with ‘oo’ > /oo/ or /oo/.

Students will read and write Tricky Words should, would, and could.

Writing

Students will use an editing checklist to edit a draft of a book report about “The Two Dogs,” first as a class and then independently.

Language (Spelling)

Students will review one-syllable words containing /o/ > ‘o,’ /oe/ > ‘o\_e,’ /oo/ > ‘oo,’ /oo/ > ‘oo,’ and the Tricky Word why.

Formative Assessment

Activity Page 6.3: Edited Draft of “The Two Dogs” Book Report

Lesson 8: Grammar and Writing: Identify Verbs and Publish a Book Report

Primary Focus of Lesson

Language (Grammar)

Students will learn that a verb is a word that names an action, and will identify verbs in oral sentences.

Reading

Students will read the “The Two Mules” with purpose and understanding, and will answer literal and evaluative questions about key details in the text.

Writing

Students will use an edited draft of a book report on “The Two Dogs” to write a final copy of the report.

Formative Assessment

Observation: Anecdotal Reading Record “The Two Mules” (Group 2)

Observation: Discussion Questions “The Two Mules”

Activity Page 8.1: Retell a Story “The Two Mules” (Group 1)

Exit Pass: Book Report

Lesson 9: Basic Code: Introduce /ou/ > ‘ou’

Primary Focus of Lesson

Foundational Skills

Students will identify the following sound/spellings; /oo/ > ‘oo,’ /oo/ > ‘oo,’ /u/ > ‘u,’ /a/ > ‘a,’ /ae/ > ‘a\_e,’ /ie/ > ‘i\_e,’ /i/ > ‘I,’ /o/ > ‘o,’ /oe/ > ‘o\_e,’ /e/ > ‘e,’ / ee/ > ‘ee.’

Students will hear and identify the /ou/ vowel sound at the beginning, middle, and end of words.

Students will read and write one-syllable words with the sound/spelling /ou/ > ‘ou.’

Reading

Students will reread “The Two Mules” with increased accuracy, appropriate rate, and expression with partners or in a small group.

Formative Assessment

Observation: Anecdotal Reading Record “The Two Mules” (Group 1)

Lesson 10: Assessment, Grammar and Tricky Words: Spelling Assessment, Identify Verbs, and Introduce: Down

Primary Focus of Lesson

Language (Spelling, Grammar)

Students will spell and write one-syllable words with /o/ > ‘o,’ /oe/ > ‘o\_e,’ /oo/ > ‘oo,’ /oo/ > ‘oo,’ and the Tricky Word why in a weekly spelling assessment.

Students will identify, underline, and copy the verbs in written phrases.

### Foundational Skills

Students will read and spell chains of one-syllable words with /u/ > 'u,' /ou/ > 'ou,' and /oo/ > 'oo.'  
Students will read and write the Tricky Word down and review previously taught Tricky Words.

### Reading

Students will read the "The Dog and the Mule" with purpose and understanding, and will place sentence strips describing events from the story in the correct order.

### Formative Assessment

Activity Page 10.1: Spelling Assessment

Activity Page 10.3: Sequence Story Events "The Dog and the Mule"

### Standards

## Lesson 11: Review: Spelling and Tricky Words

### Primary Focus of Lesson

#### Foundational Skills

Students will read and spell one-syllable words with 'oo' > /oo/ or /oo/ and previously taught sound/spellings.  
Students will read phrases featuring words with /ou/ > 'ou,' /oo/ > 'oo,' and /oo/ > 'oo.'  
Students will answer yes/no questions featuring words with /ou/ > 'ou,' /ou/ > 'ow,' /oo/ > 'oo,' and /oo/ > 'oo,' and will fill in the blanks in written sentences with words with /ee/ > 'ee,' /ae/ > 'a\_e,' /oo/ > 'oo,' /oo/ > 'oo,' and /ou/ > 'ou.'  
Students will read previously taught Tricky Words.

### Language (Spelling)

Students will read and spell one-syllable words containing /oo/ > 'oo,' /oo/ > 'oo,' /ou/ > 'ou,' and the Tricky Word down.

### Formative Assessment

Activity Pages 11.1, 11.2: Yes or No? / Fill in the Blank

## Lesson 12: Basic Code: Introduce /oi/ > 'oi'

### Primary Focus of Lesson

#### Foundational Skills

Students will review the following sound/spellings: /a/ > 'a,' /ae/ > 'a\_e,' /i/ > 'i,' /ie/ > 'i\_e,' /u/ > 'u\_e,' /e/ > 'e,' /ee/ > 'ee,' /ou/ > 'ou,' /oo/ > 'oo,' /oo/ > 'oo.'  
Students will hear and say the /oi/ vowel sound at the beginning, middle, and end of words.  
Students will read and write one-syllable words spelled with the vowel digraph /oi/ > 'oi.'

### Reading

Students will read "The Bag of Coins" with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text.

### Formative Assessment

Observation: Anecdotal Reading Record "The Bag of Coins" (Group 1)

Observation: Discussion Questions "The Bag of Coins"

Activity Page 12.2: Story Questions “The Bag of Coins” (Group 2)

Lesson 13: Grammar: Identify Present-and Past Tense Verbs

Primary Focus of Lesson

Foundational Skills

Students will orally produce single-syllable words with the /oi/ sound.

Students will read and spell single-syllable words with /oo/ > ‘oo,’ /oo/ > ‘oo,’ /ou/ > ‘ou,’ /oi/ > ‘oi,’ and /ee/ > ‘ee.’

Language (Grammar)

Students will identify the verb and distinguish between the present- and past-tense in oral sentences.

Reading

Students will reread a story from Fables, and will summarize the story or write and draw about their favorite scene in the story.

Formative Assessment

Observation: Anecdotal Reading Record (Group 1)

Exit Pass: Favorite Scene (Group 2)

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teacher's Guide Supports & Challenge for the Unit*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504:**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work



- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

### **Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### **Interdisciplinary Connections**

#### Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

#### Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

#### Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes,
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs)
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions

may change and/or reflect more than one culture.

- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Science:

- 4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

### List of Core Instructional and Supplemental Materials

#### Core Materials:

- Amplify CKLA
- Knowledge/Skills

#### Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

#### Mandates

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Grade 1 Knowledge Unit 5: Early American Civilizations

### Unit Summary

Students compare and contrast key features of the early civilizations of the Maya, Aztec, and Inca, and explore the development of cities such as Tenochtitlan and Machu Picchu. They are also introduced to the work of archaeologists who unearthed ancient civilizations.

### Unit Goals:

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Explore informational writing through collecting and synthesizing information, and recording it in charts, graphic organizers, and a written paragraph
- Domain Assessment

### Essential Questions:

- Can I identify the main topic and retell key details of a text?
- Can I write informative/explanatory texts in which I name a topic, supply some facts about the topic, and provide some sense of closure?
- Can I ask and answer questions about key details in a text?
- Can I read prose and poetry of appropriate complexity for grade with prompting and support?

### Enduring Understandings:

- The Maya, Aztec, and Inca civilizations had shared features, including farming, the establishment of cities, government, and religion.
- Despite having common features, these civilizations were all unique in their own ways.
- Much of what we learn about people from the past is discovered by archeologists, who study artifacts from the past and use that information to make informed hypotheses.

### NJSLS:

#### **Knowledge Unit 5**

#### Lesson 1

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

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

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

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

## Lesson 2

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

## Lesson 3

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

## Lesson 4

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### Lesson 5

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

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

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### Lesson 6

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

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

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

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

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

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

#### Lesson 7

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

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

#### Lesson 8

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

#### Lesson 9

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### Lesson 10

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g.,

characters, experiences, illustrations, descriptions, or procedures).

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

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

Lesson 11

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

### **Skills Unit 3 (Lessons 14-19):**

Lesson 14:

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

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

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

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

Lesson 15:

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

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words.

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

Lesson 16:

L.WF.1.1. Demonstrate command of the conventions of writing

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

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

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

Lesson 17:

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

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



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

Lesson 18:

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

L.RF.1.3. 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).

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

Lesson 19:

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

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

#### **Skills 4 (Lessons 1-9)**

Lesson 1:

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

L.WF.1.1. Demonstrate command of the conventions of writing

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

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

Lesson 2:

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

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

L.WF.1.1. Demonstrate command of the conventions of writing

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

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

Lesson 3:

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

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

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

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

RI.CR.1.1. Ask and answer questions about key details in an informational text

Lesson 4:

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

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

RI.CR.1.1. Ask and answer questions about key details in an informational text

Lesson 5:

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

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

RI.CR.1.1. Ask and answer questions about key details in an informational text

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

Lesson 6:

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

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

Lesson 7:

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

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

Lesson 8:

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

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

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

RI.CR.1.1. Ask and answer questions about key details in an informational text

Lesson 9:

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

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

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

**Assessment:**

- Formative
  - Exit Ticket
  - Activity Pages
  - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading

**Lesson 1: The Maya: A Harvest and a Hurricane**

Primary Focus of the Lesson:

Speaking and Listening

Students will identify where and how the ancient Maya lived.

Reading

Students will explain the importance of farming to the ancient Maya.

Language

Students will demonstrate an understanding of the Tier 3 word harvest and the phrase “the more the merrier.”

Writing

Students will explain the importance of farming to the ancient Maya.

Formative Assessment

Exit Pass: Civilization Chart Students will write a summary statement about the Maya and farming.

Core Vocabulary: harvest, hurricane, maize, shore

Read Aloud: The Maya: A Harvest and a Hurricane

**Lesson 2: The Maya: Journey to Baakal**

Primary Focus of the Lesson:

Speaking and Listening

Students will explain the importance of farming to the ancient Maya.

Reading

Students will identify and explain important aspects of the religion of the ancient Maya.

Language

Students will demonstrate an understanding of the word thrilled.

Writing

Students will identify and explain important aspects of the religion of the ancient Maya.

Formative Assessment

Exit Pass: Civilization Chart Students will write a summary statement about the Maya and religion.

Core Vocabulary: plain, temple, thrilled

Read Aloud: The Maya: Journey to Baakal

**Lesson 3: The Maya: King Pakal's Tomb**

Primary Focus of the Lesson:

Reading

Students will identify and explain important aspects of the cities and leaders of the ancient Maya.

Language

Students will demonstrate an understanding of the Tier 2 word constructing.

Reading

Students will identify and explain important aspects of the cities and leaders of the ancient Maya.

Writing

Students will identify and explain important aspects of the cities and leaders of the ancient Maya.

Formative Assessment

Exit Pass: Civilization Chart Students will write a summary statement about Mayan cities and leaders.

Core Vocabulary: constructing , market, pyramid, tomb

Read Aloud: The Maya: King Pakal's Tomb

#### **Lesson 4: The Maya: The Festival of the First Star**

##### Primary Focus of the Lesson:

##### Speaking and Listening

Students will identify and explain important aspects of the cities and leaders of the ancient Maya.

##### Reading

Students will identify and explain an important celebration of the ancient Maya.

##### Language

Students will demonstrate an understanding of the Tier 2 word accurate.

##### Writing

In collaboration with peers, students will write about the ancient Maya.

##### Formative Assessment

Exit Pass: Write About It In small groups, students will write a paragraph about an important aspect of the ancient Maya.

Core Vocabulary: accurate, festivals, invented, observatories, telescopes

Read Aloud: The Maya: The Festival of the First Star

#### **Lesson 5: The Aztec: The Legend of the Eagle and Serpent**

##### Primary Focus of the Lesson:

##### Speaking and Listening

Students will identify the characteristics of a folktale.

##### Reading

Students will explain the importance of religion to the Aztec.

##### Language

Students will demonstrate an understanding of the Tier 2 word awe.

##### Reading

Students will sequence the events of an Aztec legend.

##### Writing

Students will explain the importance of religion to the Aztec.

##### Formative Assessment

Exit Pass: Civilization Chart Students will write a summary statement about the religious beliefs of the Aztec.

Core Vocabulary: awe, island, legend, scouts, valley

Read Aloud: The Aztec: The Legend of the Eagle and Serpent

**Lesson 6: The Aztec: The Floating Gardens of Xochimilco**

Primary Focus of the Lesson:

Reading

Students will describe the plot of a legend.

Students will explain the importance of farming to the Aztec.

Language

Students will demonstrate an understanding of the Tier 2 word stationary.

Students will practice identifying and using object pronouns.

Writing

Students will explain the importance of farming to the Aztec.

Formative Assessment

Exit Pass: Civilization Chart Students will write a summary statement about Aztec farming.

Core Vocabulary: abundance, dredged, float, stationary

Read Aloud: The Aztec: the Floating Gardens of Xochimilco

**Lesson 7: The Aztec: In the Palace of the Emperor**

Primary Focus of the Lesson:

Speaking and Listening

Students will compare the civilizations of the Maya and Aztec.

Reading

Students will describe the actions and characteristics of an Aztec ruler.

Language

Students will demonstrate an understanding of the Tier 3 words emperor, empress, and empire.

Writing

Students will illustrate key information about the Aztec.

Students will identify important aspects of Aztec cities and leaders.

Formative Assessment

Exit Pass: Civilization Chart Students will write a summary statement about Aztec cities and leaders.

Core Vocabulary: emperor, empire, palace, retreat, wealth

Read Aloud: The Aztec: In the Palace of the Emperor

Activity Pages

**Lesson 8: The Aztec: Cortes's Letter**

Primary Focus of the Lesson:

Writing

Students will identify the parts of a letter.

Reading

Students will identify key details about the Aztec empire.

Language

Students will demonstrate an understanding of the Tier 2 word enormous.

Writing

In collaboration with peers, students will write about the Aztec.

Formative Assessment

Exit Pass: Write About It In small groups, students will write a paragraph about an important aspect of the Aztec.

Core Vocabulary: courteous, enormous, royalty

Read Aloud: The Aztec: Cortes's Letter

**Lesson 9: The Inca: Who Were the Inca?**

Primary Focus of the Lesson:

Speaking and Listening

Students will identify and discuss the location of early American civilizations.

Reading

Students will identify and explain important aspects of the leaders and religion of the Inca.

Language

Students will demonstrate an understanding of the Tier 2 word possessions.

Reading

Students will describe important aspects of the Incan religion.

Writing

Students will identify and explain important aspects of the leaders and religion of the Inca.

Formative Assessment

Exit Pass: Civilization Chart Students will write a summary statement about Inca leaders and religion.

Core Vocabulary: collecting, possessions, villagers

Read Aloud: The Inca: Who Were the Inca?

### **Lesson 10: The Inca: The Runner**

Primary Focus of the Lesson:

Speaking and Listening

Students will discuss the importance of Incan roads.

Reading

Students will describe the role of Inca runners.

Language

Students will demonstrate an understanding of the Tier 2 word forbidden.

Reading

Students will use a text and images to describe Incan farming.

Writing

Students will explain the importance of farming to the Inca.

Formative Assessment

Exit Pass: Civilization Chart Students will write a summary statement about Inca farming.

Core Vocabulary: forbidden, gasping, honor

Read Aloud: The Inca: The Runner

### **Lesson 11: The Inca: Machu Picchu**

Primary Focus of the Lesson:

Speaking and Listening

Students will identify the circumstances by which Hiram Bingham discovered Machu Picchu.

Reading

Students will describe Hiram Bingham's journey and discovery.

Language

Students will demonstrate an understanding of the Tier 3 word trek.



## Writing

In collaboration with peers, students will write a paragraph about the Inca.

## Formative Assessment

Exit Pass: Write About It In small groups, students will write a paragraph about an important aspect of the Inca.

Core Vocabulary: archaeologist, existence, raging, ruins, trek

Read Aloud: The Inca: Machu Picchu

## Domain Assessment:

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in Early American Civilizations. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Part II and Part III of the assessment addresses the core content targeted in Early American Civilizations.

## First Grade Skills Unit 3 Lessons 14-19 & Unit 4 Lessons 1-9

### Lesson 14: Review: Digraphs

#### Primary Focus of Lesson

#### Foundational Skills

Students will read phrases with /ou/ > 'ou,' /ou/ > 'ow,' /oi/ > 'oi,' /ae/ > 'a\_e,' /oo/ > 'oo,' /oo/ > 'oo,' /oe/ > 'o\_e,' and the Tricky Word your.

Students will read and spell one-syllable words with /ou/ > 'ou,' /oo/ > 'oo,' /oi/ > 'oi,' /ee/ > 'ee,' and /oo/ > 'oo.'

Students will segment phonemes and count the sounds in one-syllable words with the vowel digraphs 'ou,' 'oi,' and 'oo.'

## Reading

Students will reread a story from Fables with increased accuracy, and will either summarize the story or write and draw about their favorite scene in the story.

## Formative Assessment

Observation: Anecdotal Reading Record (Group 2)

Exit Pass: Favorite Scene (Group 1)

### Lesson 15: Basic Code: Introduce /aw/ > 'aw'

#### Primary Focus of Lesson

#### Language (Spelling)

Students will spell and write one-syllable words containing /oo/ > 'oo,' /oo/ > 'oo,' /ou/ > 'ou,' and the Tricky Word down in a weekly spelling assessment.

Foundational Skills

Students will listen to and distinguish words with /o/ and /aw/ vowel sounds.

Students will read and write one-syllable words spelled with the sound/spelling / aw/ > ‘aw.’

Students will review previously taught sound/spelling correspondences by acting out Wiggle Cards.

Formative Assessment

Activity Page 15.1: Spelling Assessment

Lesson 16: Review: Nouns and Verbs

Primary Focus of Lesson

Language (Grammar)

Students will identify common and proper nouns in oral phrases.

Students will identify regular present- and past-tense verbs in oral sentences.

Foundational Skills

Students will read previously taught Tricky Words.

Reading

Students will read the “The Dog and the Ox” with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text.

Formative Assessment

Observation: Anecdotal Reading Record “The Dog and the Ox”

Observation: Discussion Questions “The Dog and the Ox”

Activity Page 16.1: Story Questions “The Dog and the Ox”

Lesson 17: Review: Vowels Digraphs

Primary Focus of Lesson

Foundational Skills

Students will orally produce single-syllable words with the following sounds: /oo/, /oo/, /ou/, and /oi/.

Students will read and spell one-syllable words with /oo/ > ‘oo,’ /ee/ > ‘ee,’ /ou/ > ‘ou,’ /oi/ > ‘oi,’ and /oo/ > ‘oo.’

Students will read words with the digraphs ‘oo,’ ‘ou,’ ‘aw,’ ‘oi,’ ‘ee,’ and ‘a\_e,’ and will segment phonemes and count the sounds in the words.

Reading

Students will read “The Fox and the Grapes” with purpose and understanding, and will answer literal and evaluative questions about key details in the text.

Formative Assessment

Activity Page 17.1: How Many Sounds?

Observation: Anecdotal Reading Record “The Fox and the Grapes” (Group 1)

Observation: Discussion Questions “The Fox and the Grapes”

## Lesson 18: Review: Vowel Digraphs

### Primary Focus of Lesson

#### Foundational Skills

Students will identify the sound spellings /oo/ > 'oo,' /ou/ > 'ou,' /oi/ > 'oi,' /aw/ > 'aw,' and /ee/ > 'ee.'

Students will read and write the Tricky Words because, down, could, they, your, once, said, of, and would.

Students will read and spell one-syllable words with /oo/ > 'oo,' /ee/ > 'ee,' /aw/ > 'aw,' /ou/ > 'ou,' and /oi/ > 'oi.'

#### Reading

Students will reread "The Fox and the Grapes" with improved accuracy, and will answer written short-answer questions about key details in the story.

#### Formative Assessment

Observation: Anecdotal Reading Record "The Fox and the Grapes"

Activity Page 18.2: Story Questions "The Fox and the Grapes"

## Lesson 19: Unit Assessment: Word Recognition and Story Comprehension

### Primary Focus of Lesson

#### Foundational Skills

Students will read and choose one-syllable words with /oi/ > 'oi,' /ou/ > 'ou,' /oo/ > 'oo,' /oo/ > 'oo,' /ie/ > 'i\_e,' /ae/ > 'a\_e,' /ar/ > 'ar,' /oe/ > 'o\_e,' and /or/ > 'or.'

Students will read phrases featuring words with /ou/ > 'ou,' /oo/ > 'oo,' /oi/ > 'oi,' and /oo/ > 'oo.'

#### Reading

Students will read "The Fox and the Crane," and will answer multiple-choice questions about key details in the text.

#### Formative Assessment

Activity Page 19.1: Word Recognition Assessment

Activity Page 19.2: Story Comprehension Assessment "The Fox and the Crane"

## Skills Unit 4

### Lesson 1: Basic Code: Introduce /er/ > 'er'

#### Primary Focus of Lesson

#### Foundational Skills

Students will orally produce the sound /er/ at the beginning, middle, and end of words, and will use the /er/ sound as a clue to answer riddles.

Students will read one-syllable words spelled with /er/ > 'er,' and will write each word under its corresponding picture.

#### Language (Spelling)

Students will read, spell, and write the Tricky Words Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and would.

Formative Assessment

Activity Page 1.1: Practice /er/ > 'er'

Lesson 2: Grammar: Introduce Contractions

Primary Focus of Lesson

Foundational Skills

Students will review previously taught sound/spellings for both vowels and vowel digraphs, and will provide words that have the target sounds.

Students will produce the /er/ sound repeatedly in oral sentences.

Students will sort words with /r/ and /er/ into two separate columns.

Language (Grammar)

Students will use an apostrophe to make a possessive, and will provide two examples of words that can be combined to make a contraction.

Reading

Students will distinguish fiction from informational text by comparing Fables and The Green Fern Zoo Readers, will read "Meet Vern" with purpose and understanding, and will answer literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 2.1: Word Sort /er/ or /r/?

Observation: Anecdotal Reading Record "Meet Vern"

Observation: Discussion Questions "Meet Vern"

Lesson 3: Basic Code: Review Vowel Digraphs

Primary Focus of Lesson

Foundational Skills

Students will isolate the sound/spellings for vowels in oral words using the Individual Code Chart.

Students will read one-syllable words with /er/ > 'er,' /ou/ > 'ou,' /oi/ > 'oi,' /oo/ > 'oo,' and /aw/ > 'aw,' and will write each word in a fill-in-the-blank sentence.

Language (Grammar)

Students will form the contractions here's, it's, he's, and she's, and will identify which letters the apostrophe replaced.

Reading

Students will ask and answer questions orally and/or in writing about the informational text "Meet Vern" requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently.

Formative Assessment

Activity Page 3.1: Fill in the Blank

Observation: Anecdotal Reading Record "Meet Vern" (Group 1)

Activity Page 3.2: Chapter Questions “Meet Vern” (Group 2)

Lesson 4: Basic Code: Introduce: /ar/ > ‘ar’

Primary Focus of Lesson

Foundational Skills

Students will orally produce the /ar/ sound at the beginning, middle, and end of words, and will distinguish between oral words that do and do not have the /ar/ sound.

Students will read one-syllable words spelled with the sound/spelling /ar/ > ‘ar,’ and will write each word under its corresponding picture.

Reading

Students will read “Things that Swim” with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text.

Formative Assessment

Activity Page 4.1: Practice /ar/ > ‘ar’

Observation: Anecdotal Reading Record “Things that Swim”

Observation: Discussion Questions “Things that Swim”

Lesson 5: Assessment: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will spell the Tricky Words Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and would.

Foundational Skills

Students will distinguish the /ar/ and /er/ sounds in oral words.

Students will identify the number of sounds in oral words with the /ar/ and /er/ sounds.

Reading

Students will read “Things that Swim” either in small groups or independently, and will answer written literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 5.1: Spelling Assessment

Written Response: Dictation with Words ‘er’ and ‘ar’

Activity Page 5.2: Chapter Questions “Things that Swim” (Group 2)

Lesson 6: Review: Basic Code and Grammar

Primary Focus of Lesson

Foundational Skills

Students will produce previously taught vowel sounds when presented with Large Letter Cards.

Students will write single-syllable words with /er/ > ‘er’ and /ar/ > ‘ar’ in fill-in-the-blank sentences.

Students will decode words with /ar/ > ‘ar,’ /er/ > ‘er,’ and the Tricky Word your in written phrases.

Language (Grammar, Spelling)

Students will match non-contracted phrases with the appropriate contractions and will use them correctly in sentences.

Students will spell and write one-syllable words with /ar/ > ‘ar,’ /er/ > ‘er,’ /oi/ > ‘oi,’ /aw/ > ‘aw,’ and the Tricky Word because.

Formative Assessment

Activity Page 6.1: Fill in the Blank /er/ > ‘er’ and /ar/ > ‘ar’

Activity Page 6.2: Contractions

Lesson7: Basic Code: Introduce Two-Syllable Words and /or/ > ‘or’

Primary Focus of Lesson

Foundational Skills

Students will identify the vowel sounds in single-syllable words, will count the number of vowel sounds in two-syllable words, and will distinguish between one- and two-syllable words in pairs.

Students will identify the /ar/ and /or/ sounds in oral word pairs.

Students will decode words with /ie/ > ‘i\_e,’ /oi/ > ‘oi,’ /ar/ > ‘ar,’ /er/ > ‘er,’ and the Tricky Word your in written phrases.

Students will learn the sound/spelling /or/ > ‘or,’ and will orally produce words with /er/, /ar/, and /or/.

Students will read one-syllable words with /or/ > ‘or’ and then write each word under its corresponding picture.

Formative Assessment

Activity Page 7.1: Practice /or/ > ‘or’

Lesson 8: Tricky Words: Introduce: Today, Yesterday and Tomorrow

Primary Focus of Lesson

Foundational Skills

Students will decode single-syllable root words and affixes, and will orally combine two one-syllable words to form a two-syllable word.

Students will read and write Tricky Words were, are, should, could, your, to, their, because, word, and have.

Students will read and write Tricky Words today, tomorrow, and yesterday.

Reading

Students will read “Chimps” with purpose and understanding, and will answer literal and evaluative questions about key details in the text.

Formative Assessment

Activity Page 8.1: Tricky Words

Observation: Anecdotal Reading Record “Chimps” (Group 1)

Observation: Discussion Questions “Chimps” (Group 2)

Lesson 9: Practice: Two-Syllable Words

Primary Focus of Lesson

Foundational Skills

Students will read compound words and words with inflected endings and will correctly identify the number of syllables in each word.

Students will identify sound/spellings in dictated words using the Individual Code Chart.

**Language (Grammar)**

Students will identify nouns and verbs in decodable sentences and will distinguish between common and proper nouns.

**Reading**

Students will reread “Chimps” with a partner or in small groups and will answer written multiple-choice and short-answer questions about key details in the text.

**Formative Assessment**

Written Response: Dictation with Words

Observation: Anecdotal Reading Record “Chimps” (Group 2)

Activity Page 9.1: Chapter Questions “Chimps” (Group 1)

**Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit*

**Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

**Special Education - in addition to specific items outlined in individual student’s IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

**ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

## **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504:**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

## **Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

## **Interdisciplinary Connections**

### **Arts / Music / Visual and Performing Arts**

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

### **Health/P.E.**

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

### **Social Studies:**

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to



the ideas of others, and sharing opinions.

- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes,
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs)
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
- 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Science:

- 1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted
- 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

### List of Core Instructional and Supplemental Materials

#### Core Materials:

- Amplify CKLA
- Knowledge/Skills

#### Supplemental Materials

- CKLA Boost Program

- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

### **Mandates**

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Grade 1 Knowledge Unit 6: Astronomy

### Unit Summary

In this introduction to the solar system, students learn about Earth in relation to the moon, the other planets, the sun, and the stars. They learn about the sun as a source of light, heat, and energy. And they are introduced to space exploration, including the Apollo missions to the moon.

### Unit Goals:

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Explore informational writing through collecting and synthesizing information, and recording it in charts and graphic organizers
- Explore opinion writing by stating an opinion and supplying reasons to support it
- Domain Assessment

### Essential Questions:

- How can we describe the earth's relationship to the moon ,the other planets,the sun and the stars.
- How can we do space exploration, including Apollo ?

### Enduring Understandings:

- The Earth is one of many different celestial bodies within our solar system.
- The sun, stars, moon, and other planets relate to the earth's position in space in definite ways.
- The sun is a star and the source of light, heat, and energy for the earth.
- NASA, the Space Race, the Apollo missions and astronauts have all contributed to what we know about space.

### NJSLS:

#### Knowledge Unit 6

#### Lesson 1

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### Lesson 2

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

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process,

cause-effect and compare-contrast relationships) within a text.

.L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

### Lesson 3

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

### Lesson 4

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

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

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

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

### Lesson 5

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

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

ideas.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

#### Lesson 6

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### Lesson 7

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

#### Lesson 8

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

#### Lesson 9

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

#### **Skills Unit 4 (Lessons 10-23):**

##### Lesson 10:

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

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

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

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

##### Lesson 11:

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

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

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

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

Lesson 12:

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

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

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

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

Lesson 13:

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

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

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

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

Lesson 14:

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

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

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

Lesson 15:

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

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

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

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

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

Lesson 16:

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

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

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

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

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

Lesson 17:

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

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

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

Lesson 18:

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

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

Lesson 19:

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

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

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

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

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

Lesson 20:

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

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable



words (including those proficiencies listed in L.WF.K.2)

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

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

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

Lesson 21:

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

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

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

Lesson 22:

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

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

SL.AS.1.6. Produce complete sentences when appropriate to task and situation. W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

Lesson 23:

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

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

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

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

**Assessment:**

- Formative
  - Exit Ticket
  - Activity Pages
  - Checks for Understanding

- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading

## **Lesson 1: Introduction to the Sun and Space**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will discuss Earth's atmosphere and outer space.

#### Reading

Students will distinguish between Earth's atmosphere and outer space.

#### Language

Students will demonstrate an understanding of the Tier 3 word gas.

#### Writing

Students will make observations about the sky and record them in a journal.

#### Formative Assessment

Exit Pass: Astronomy Journals Students will make observations about the sky and record them in a journal.

Core Vocabulary: atmosphere, gas, rays, shadow, surface

Read Aloud: Introduction to Sun and Space

## **Lesson 2: The Earth and Sun**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will distinguish between the earth's atmosphere and outer space.

#### Reading

Students will identify what causes day and night.

#### Language

Students will demonstrate an understanding of the Tier 2 word rotates.

#### Speaking and Listening

After observing a demonstration, students will explain why the sun appears to be moving across the sky.

#### Formative Assessment

Exit Pass: Draw and Describe an Event Students will draw a picture and write a phrase or sentence to explain what causes day and night.

Core Vocabulary: gravity, horizon, orbit, planet, rotates

Read Aloud: The Earth and the Sun

### **Lesson 3: Stars**

#### Primary Focus of the Lesson:

Speaking and Listening

Students will explain why the sun appears to be moving across the sky.

Reading

Students will describe the appearance of stars.

Language

Students will demonstrate an understanding of the Tier 2 words dusk and dawn.

Reading

Students will compare and contrast factual and fictional texts about stars.

Formative Assessment

Exit Pass: Astronomy Journals Students will compare and contrast factual and fictional texts about stars in a journal.

Core Vocabulary: debris, dusk, meteor, telescopes, universe

Read Aloud: Stars

### **Lesson 4: Stargazing and Constellations**

#### Primary Focus of the Lesson:

Speaking and Listening

Students will describe the appearance of stars.

Reading

Students will identify major constellations and important discoveries by astronomers.

Language

Students will demonstrate an understanding of the Tier 2 word ancient and the saying “hit the nail on the head.”

Reading

Students will create a model of a constellation.

Formative Assessment

Exit Pass: Astronomy Journals Students will record their observations of constellations in a journal.

Core Vocabulary: advances, ancient, celestial bodies, constellations, myths

Read Aloud: Stargazing and Constellations

**Lesson 5: The Moon**

Primary Focus of the Lesson:

Speaking and Listening

Students will identify major constellations and important discoveries made by astronomers.

Reading

Students will explain the appearance and identify four phases of the moon.

Language

Students will demonstrate an understanding of the Tier 2 words clockwise and counterclockwise.

Students will practice using the conjunction because.

Reading

Students will identify four phases of the moon.

Formative Assessment

Activity Page 5.2: Phases of the Moon Students will identify four phases of the moon.

Core Vocabulary: appearance, counterclockwise, craters, crescent, reflecting

Read Aloud: The Moon

**Lesson 6: History of Space Exploration and Astronauts**

Primary Focus of the Lesson:

Primary Focus of Lesson

Speaking and Listening

Students will describe the experiences of the first astronauts.

Reading

Students will describe the first landing on the moon.

Language

Students will demonstrate an understanding of the Tier 2 word determined.

Students will identify and use possessive pronouns.

## Writing

Students will write an opinion statement about landing on the moon.

## Formative Assessment

Exit Pass: Astronomy Journals Students will write an opinion statement about landing on the moon.

Core Vocabulary: astronaut, launch, rockets, spacecraft, technology

Read Aloud: History of Space Exploration and Astronauts

## **Lesson 7: Exploration of the Moon**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will describe the experiences of the first astronauts.

#### Reading

Students will describe the first landing on the moon.

#### Language

Students will demonstrate an understanding of the Tier 2 word determined.

Students will identify and use possessive pronouns.

#### Writing

Students will write an opinion statement about landing on the moon.

#### Formative Assessment

Exit Pass: Astronomy Journals Students will write an opinion statement about landing on the moon.

Core Vocabulary: determined, disaster, historic, missions, nervously

Read Aloud: Exploration of the Moon

## **Lesson 8: The Solar System, Part 1**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review how a planet differs from a star.

#### Reading

Students will identify the inner planets that make up our solar system.

#### Language

Students will demonstrate an understanding of the Tier 2 word abundant.

### Writing

With assistance, students will use a chart to organize information about the planets and write briefly about their observations.

### Formative Assessment

Exit Pass: Astronomy Journals Students will record their observations of the inner planets in a journal.

Core Vocabulary: abundant, accomplish, inner, solar, unique

Read Aloud: The Solar System, Part 1

## **Lesson 9: The Solar System , Part 2**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review the inner planets of our solar system.

#### Reading

Students will identify the outer planets of our solar system.

#### Language

Students will demonstrate an understanding of the Tier 2 words categorize, inner, and outer.

### Writing

With assistance, students will use a chart to organize information about the planets and write briefly about their observations.

### Formative Assessment

Exit Pass: Astronomy Journals Students will record their observations of the outer planets in a journal.

Core Vocabulary: categorize, outer, probes, violent

Read Aloud: The Solar System , Part 2

### **Domain Assessment :**

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in Astronomy. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in Astronomy.

## First Grade Skills Unit 4 Lessons 10-23

### Lesson 10 : Assessment : Spelling Assessment

#### Primary Focus of Lesson

#### Language (Spelling)

Students will spell and write one-syllable words with /ar/ > ‘ar,’ /oi/ > ‘oi,’ /er/ > ‘er,’ and the Tricky Word because.

#### Foundational Skills

Students will read and spell compound words and other two-syllable words, including words with –er, and –est.

#### Reading

Students will read “Mandrills” with purpose and understanding, will answer written recall questions, will identify parts of speech in the text, and will answer oral evaluative questions about key details in the text.

#### Formative Assessment

Activity Page 10.1: Spelling Assessment

Activity Page 10.2: Chapter Questions “Mandrills”

### Lesson 11 : Spelling: Two-Syllable Words

#### Primary Focus of Lesson

#### Foundational Skills

Students will read and spell compound words and other two-syllable words, including words with the –er, –ing, and –ed endings.

Students will recognize and write two-syllable words with /ar/ > ‘ar,’ /er/ > ‘er,’ and /or/ > ‘or.’

Students will read decodable phrases with two-syllable words and words with /er/ > ‘er,’ /ar/ > ‘ar,’ and /or/ > ‘or.’

#### Language (Grammar, Spelling)

Students will spell and write one- and two-syllable words with /ar/ > ‘ar,’ /er/ > ‘er,’ and /or/ > ‘or,’ and the Tricky Word today.

Students will identify the past- and present-tense verbs in oral sentences.

#### Formative Assessment

Activity Page 11.1: Dictation Identification

### Lesson 12: Review : Vowels Digraphs Nouns and Verbs

#### Primary Focus of Lesson

#### Foundational Skills

Students will identify the sound/spellings for short vowels, long vowels, and r-controlled vowels.

Students will read decodable phrases with two syllable words and words with /er/ > ‘er,’ /ar/ > ‘ar,’ and /or/ > ‘or.’

#### Language (Grammar)

Students will identify and use common and proper nouns and regular past- and present-tense verbs correctly, both orally and in writing.

### Reading

Students will read “Things with Wings” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text.

### Formative Assessment

Activity Page 12.1: Nouns and Verbs

Observation: Anecdotal Reading Record “Things with Wings” (Group 1)

Activity Page 12.2: Chapter Questions “Things with Wings” (Group 2)

Observation: Discussion Questions “Things with Wings”

### Lesson 13: Grammar: Past-, Present-, and Future Tense

#### Primary Focus of Lesson

#### Language (Grammar)

Students will switch between regular past-, present-, and future-tense verbs in oral sentences using the words yesterday, today, and tomorrow as cues.

Students will read words with the inflectional endings ‘ed’ > /ed/, ‘ed’ > /d/, and ‘ed’ > /t/ and will write words with the ending –ed in sorted columns based on the specific sound in each word.

### Reading

Students will read “Big Cats” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text.

### Formative Assessment

Activity Page 13.1: Past-Tense Practice

Observation: Anecdotal Reading Record “Big Cats” (Group 2)

Observation: Discussion Questions “Big Cats”

### Lesson 14: Review: Two- Syllable Words

#### Primary Focus of Lesson

#### Foundational Skills

Students will identify the number of syllables in oral words and then read two-syllable words that include inflected endings –ing and –er and compound words.

Students will identify the total number of sounds and syllables in written words with vowel digraphs, including /er/ > ‘er,’ /or/ > ‘or,’ and /ar/ > ‘ar.’

Students will read decodable phrases with two-syllable words and words with vowel digraphs, including /er/ > ‘er,’ /ar/ > ‘ar,’ and /or/ > ‘or.’

### Reading

Students will reread “Big Cats” in small groups and will answer short-answer, written questions about key details in the text.

### Formative Assessment

Activity Page 14.1: Sounds and Syllables



Activity Page 14.2: Yes or No? Vowel Digraphs

Observation: Anecdotal Reading Record “Big Cats” (Group 1)

Activity Page 14.3: Chapter Questions “Big Cats” (Group 2)

Lesson 15: Assessment: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will spell and write two-syllable words with /or/ > ‘or,’ /ar/ > ‘ar,’ /er/ > ‘er’ and the Tricky Word today.

Foundational Skills

Students will read and spell words with /or/ > ‘or,’ /ar/ > ‘ar,’ and /er/ > ‘er.’

Reading

Students will read “Groundhogs” with purpose and understanding and will answer literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 15.1: Spelling Assessment

Observation: Anecdotal Reading Record “Groundhogs”

Observation: Discussion Questions “Groundhogs”

Activity Page 15.2: Chapter Questions “Groundhogs”

Lesson 16: Review: Past-, Present-, and Future- Tense Verbs

Primary Focus of Lesson

Reading

Students will read “The Reptile Room” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text.

Language (Grammar, Spelling)

Students will use regular present- and future-tense verbs orally and will write and sort verbs into present- and future-tense categories.

Students will read, spell, and write words with ‘ed’ > /t/, ‘ed’ > /d/, and ‘ed’ > /ed/ and the Tricky Word have.

Formative Assessment

Observation: Anecdotal Reading Record “The Reptile Room”

Observation: Discussion Questions “The Reptile Room”

Activity Page 16.1: Chapter Questions “The Reptile Room”

Lesson 17: Grammar: Review and Practice

Primary Focus of Lesson

Language (Grammar)

Students will understand that adjectives are words used to describe nouns.

Students will identify nouns and verbs in written sentences and will orally produce adjectives to describe the nouns.

Reading

Students will reread “The Reptile Room” in small groups and will record adjectives describing the animals in the text.

Formative Assessment

Activity Page 17.1: Identify Nouns and Verbs

Lesson 18: Grammar: Adjectives and Past-, Present-, and Future-Tense Verbs

Primary Focus of Lesson

Foundational Skills

Students will read and spell two-syllable words with the suffixes –er, –ness, and –less.

Students will read and write single-syllable words with /er/ > ‘er,’ /ar/ > ‘ar,’ and /or/ > ‘or.’

Language (Grammar)

Students will identify the verbs in oral sentences, and will distinguish present-tense and future-tense verbs.

Students will evaluate the use of adjectives in oral sentences and will work as a class to produce adjectives to describe objects.

Formative Assessment

Observation: Grammar: Adjectives and Verb Tense

Lesson 19: Grammar: Past-Tense Verbs

Primary Focus of Lesson

Language (Grammar)

Students will orally produce words with the inflectional endings /t/, /d/, and /ed/.

Students will write words with ‘ed’ > /t/, ‘ed’ > /ed/, and ‘ed’ > /d/ in spelling categories.

Reading

Students will read “Termites” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text.

Formative Assessment

Activity Page 19.1: Word Sort with Past-Tense Verbs

Observation: Anecdotal Reading Record “Termites”

Observation: Discussion Questions “Termites”

Activity Page 19.2: Spelling Assessment

Lesson 20: Assessment and Writing: Spelling Assessment and Plan a Descriptive Paragraph

Primary Focus of Lesson

### Language (Spelling)

Students will spell and write one- and two-syllable words with the past-tense marker –ed and the Tricky Word have.

### Foundational Skills

Students will identify the sound/spellings for /er/ > ‘er,’ /ar/ > ‘ar,’ and /or/ > ‘or.’

Students will read two-syllable words with /er/ > ‘er,’ /ar/ > ‘ar,’ and /or/ > ‘or’ and will match the words with the appropriate pictures.

### Writing

Students will plan a descriptive paragraph about a grape or other food that includes mention of the food, some descriptive facts about the food, and a concluding sentence.

### Formative Assessment

Activity Page 20.1: Spelling Assessment

Activity Page 20.2: Word Box

## Lesson 21: Writing: Draft a Descriptive Paragraph

### Primary Focus of Lesson

#### Language (Grammar)

Students will sort words with past-tense marker –ed based on the following sound/spellings: ‘ed’ > /ed/, ‘ed’ > /d/, and ‘ed’ > /t/.

### Reading

Students will read “River Otters” with purpose and understanding and will answer literal and evaluative questions about key details in the text.

### Writing

Students will review the planning template from the previous lesson and will write a draft of a descriptive paragraph based on the information recorded in the template.

### Formative Assessment

Observation: Anecdotal Reading Record “River Otters” (Group 2)

Observation: Discussion Questions “River Otters”

Activity Page 21.1: Chapter Questions “River Otters” (Group 1)

## Lesson 22: Writing : Plan Informational Text

### Primary Focus of Lesson

#### Language (Grammar)

Students will orally produce nouns, using adjectives heard in oral sentences as clues.

Students will read words with ‘ed’ > /t/, ‘ed’ > /d/, and ‘ed’ > /ed/ and will write present- and past-tense verbs in fill-in-the-blank-sentences.

### Writing

Students will use a planning template to gather information about one animal from The Green Fern Zoo.

Formative Assessment

Activity Page 22.1: Past-Tense Verbs

Activity Pages 22.2-22.7: Plan Informational Text

Lesson 23: Writing : Draft Informational Text

Primary Focus of Lesson

Language (Grammar)

Students will identify animals from The Green Fern Zoo, using adjectives in oral sentences.

Reading

Students will read “Cranes and Spoonbills” with purpose and understanding and will answer literal, inferential, and evaluative questions about key details in the text.

Writing

Students will use the planning template from the previous lesson to complete a draft of an informational text.

Formative Assessment

Observation: Anecdotal Reading Record “Cranes and Spoonbills” (Group 1)

Observation: Discussion Questions “Cranes and Spoonbills”

Activity Page 23.1: Student Draft

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504:**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

## **Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

### Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### Interdisciplinary Connections

#### Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

#### Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

#### Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

#### Science:

- 1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted
- 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

### List of Core Instructional and Supplemental Materials

#### Core Materials:

- Amplify CKLA
- Knowledge/Skills

#### Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

### Mandates

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Grade 1 Knowledge Unit 7: The History of the Earth

### Unit Summary

Students learn about the geographical features of the earth's surface, the layers of the earth, rocks and minerals, volcanoes, geysers, fossils, and dinosaurs

### Unit Goals:

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter
- Domain Assessment

### Essential Questions:

- How do I identify the main topic and retell key details of a text?
- Can I describe the connection between two individuals, events, ideas, or pieces of information in a text?
- Do I 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?
- Can I use the illustrations and details in a text to describe its key ideas?
- How do I write opinion pieces in which I introduce the topic or name the book I am writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure?
- Can I write informative/explanatory texts in which I name a topic, supply some facts about the topic, and provide some sense of closure?
- With guidance and support from adults, can I focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed?
- Can I ask and answer questions about key details in a text?

### NJSLS:

#### **Knowledge**

#### Lesson 1:

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

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

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

#### Lesson 2:

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

through other media.

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

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

Lesson 3:

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

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

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

Lesson 4:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Lesson 5:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Lesson 6:

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

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process,



cause-effect and compare-contrast relationships) within a text.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Lesson 7:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Lesson 8:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

#### **Skills Unit 4**

Lesson 24

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

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

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

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

### Lesson 25

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

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

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

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

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

### Lesson 26

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

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

### Lesson 27

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

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

### Lesson 28

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

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

## **Skills Unit 5**

### Lesson 1

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

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

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

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

### Lesson 2

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

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

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

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

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

### Lesson 3

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

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

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

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

### Lesson 4

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

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

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

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

### Lesson 5

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

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

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence

L.WF.1.3. Demonstrate command and use of the conventions of writing.

**Assessment:**

- Formative
  - Exit Ticket
  - Activity Pages
  - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading

**Lesson 1: Our Home, Earth**

Primary Focus of the Lesson:

Speaking and Listening

Students will review where they live as it relates to the planet Earth.

Reading

Students will identify features of the earth.

Language

Students will demonstrate understanding of the Tier 2 word surface.

Writing

Students will draw and write about features of the earth.

Formative Assessment

Drawing the Read-Aloud: Our Home, Earth Students will draw and write about three things they learned about the earth.

Core Vocabulary: equator, geologist, geology, pressure, surface

Read Aloud: Our Home, Earth

**Lesson 2: The Earth Inside- Out, Part 1**

Primary Focus of the Lesson:

Speaking and Listening

Students will review features of the earth.

Reading

Students will identify the layers of the earth and describe the crust.

Language

Students will demonstrate understanding of the Tier 2 word layer.

## Writing

With assistance, students will write a letter about the earth's crust.

## Formative Assessment

Exit Pass: In, On, or Above the Crust Students will identify whether items are in, on, or above the earth's crust.

Core Vocabulary: core, crust, eroded, layer, mantle

Read Aloud: The Earth Inside- Out, Part 1

## **Lesson 3: The Earth Inside- Out, Part 2**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will identify the difference between things that are solid, liquid, and gas.

#### Reading

Students will describe the mantle and the core of the earth.

#### Language

Students will demonstrate understanding of the Tier 3 word solid.

#### Reading

Students will identify and differentiate between the layers of the earth.

#### Formative Assessment

Activity Page 3.1: Layers of the Earth Students will color code and label the layers of the earth.

Core Vocabulary: erupts, liquid, molten, solid, volcano

Read Aloud: The Earth Inside- Out, Part 2

## **Lesson 4: The Earth Inside-Out, Part 3**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will distinguish between magma and lava.

#### Reading

Students will describe volcanoes and geysers.

#### Language

Students will demonstrate understanding of the Tier 2 word destructive.

## Reading

With assistance, students will identify similarities and differences between volcanoes and geysers.

## Formative Assessment

Activity Page 4.1: Venn Diagram Students will compare and contrast volcanoes and geysers.

Core Vocabulary: destructive, geysers, lava, magma

Read Aloud: The Earth Inside- Out , Part 3

## **Lesson 5: Minerals**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will explain the importance of rocks in geology.

#### Reading

Students will describe minerals in the earth.

#### Language

Students will demonstrate understanding of the Tier 2 word characteristics.

#### Writing

Students will create a graphic organizer to record information about minerals.

## Formative Assessment

Activity Page 5.1: Minerals Web Students will create a web organizer to show their understanding of minerals.

Core Vocabulary: characteristics, gemstones, minerals, traces

Read Aloud: Minerals

## **Lesson 6: The Three Types of Rocks**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review how heat, pressure, and time affect the earth.

#### Reading

Students will identify the three types of rocks.

## Language

Students will demonstrate understanding of the Tier 3 word sediments.

## Reading

With assistance, students will use a graphic organizer to describe the three types of rocks.

## Formative Assessment

Activity Page 6.1: Types of Rocks Students will identify and describe the three types of rocks.

Core Vocabulary: igneous rock, metamorphic rock, ore, sedimentary rock, sediments

Read Aloud: The Three Types of Rocks

## **Lesson 7: Fossils**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review characteristics of some of the earth's features.

#### Reading

Students will explain how fossils provide information about the history of the earth.

#### Language

Students will demonstrate understanding of the Tier 2 word preserved.

#### Writing

With assistance, students will write a letter about fossils.

#### Formative Assessment

Friendly Letter Students will write a letter using information they learned about fossils.

Core Vocabulary: fossil, impression, paleontologist, preserved

Read Aloud: Fossils

## **Lesson 8: Dinosaurs**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review how paleontologists and fossils are related.

## Reading

Students will explain how we know about dinosaurs.

## Language

Students will demonstrate understanding of the Tier 3 word extinct.

## Writing

With assistance, students will write a letter about dinosaurs.

## Formative Assessment

Friendly Letter Students will write a letter using information they learned about dinosaurs.

Core Vocabulary: debris, excavating, extinct, meteorite, meteors

Read Aloud: Dinosaurs

## **Domain Assessment:**

This Domain Assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in The History of the Earth. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (Vocabulary Assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in The History of the Earth.

## **First Grade Skills Unit 4 Lessons 24-28 & Unit 5 Lessons 1-5**

Lesson 24: Writing: Edit and Publish Informational Text

Primary Focus of Lesson

Foundational Skills

Students will read two-syllable compound words and one- and two-syllable words with r-controlled digraphs and inflectional endings.

Language

Students will identify past-, present-, or future-tense verbs in oral sentences.

Writing

Students will use an editing checklist to edit a peer's draft from the previous lesson.

Students will write a final copy of their informational text for publication, incorporating the peer edits made to the previous draft.

Formative Assessment

Exit Pass: Informational Text

Lesson 25: Unit Assessment: Dictation and Grammar

Primary Focus of Lesson



### Foundational Skills

Students will spell dictated words with the /ar/, /er/, and /or/ sounds and will divide the written words by each sound/spelling.

### Language (Grammar)

Students will identify nouns and verbs in written sentences.

Students will read and match two words to corresponding contractions.

Students will read present-tense verbs and will write past- and future-tense verbs to complete fill-in-the-blank sentences.

### Reading/Writing

Students will reread stories from The Green Fern Zoo with increased accuracy, appropriate rate, and expression.

Students will write an informational paragraph about an animal from The Green Fern Zoo.

### Formative Assessment

Exit Pass: Dictation Assessment

Activity Page 25.1: Grammar Assessment

### Lessons 26-28: Mid-Year Assessment: Reading Comprehension and word Reading in Isolation

#### Primary Focus of Lesson

#### Reading

Students will read “Amber the Bat” and will answer written multiple-choice and short-answer comprehension questions requiring literal recall of key details.

#### Foundational Skills

Students will decode one- and two-syllable words with the spelling features taught in this unit in isolation.

#### Formative Assessment

Activity Page 26.1: Reading Comprehension Assessment

Assessment: Word Reading in Isolation Assessment

### Skills 5 Lesson 1: Spelling Alternatives: Review /p/ > ‘pp’

#### Primary Focus of Lesson

#### Foundational Skills

Students will isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words beginning with the sound /p/.

Students will recognize the spellings ‘p’ and ‘pp’ for /p/ and decode one-syllable and multisyllable words with those spellings.

#### Language (Grammar, Spelling)

Students will recognize and write common root words and present-tense verbs ending in –ing and past-tense verbs ending in –ed, and will recognize when to double the consonant when adding inflected endings to one-syllable, short-vowel words.

Students will learn to add /s/ > ‘s’ to the end of nouns to make them plural and will write singular and plural versions of nouns.

Students will spell and write one-syllable words containing /er/ > ‘er’ >, /ar/ > ‘ar,’ /or/ > ‘or,’ and the Tricky Word said.

Formative Assessment

Activity Page 1.1: Inflectional Endings for Root Words

Activity Page 1.2: Singular and Plural Nouns

Lesson 2: Tricky Words : Introduce How

Primary Focus of Lesson

Foundational Skills

Students will segment two-syllable words with up to six phonemes.

Students will read and write the Tricky Word how.

Language (Grammar)

Students will read and write plural nouns by adding ‘s’ > /z/ and ‘es’ > /e/ /z/ to the end of singular nouns.

Reading

Students will read “A Letter from Kate” with purpose and understanding; will answer oral literal, inferential, and evaluative questions about key details in the text; and will answer written short-answer and multiple-choice questions about the text.

Formative Assessment

Activity Page 2.1: Singular and Plural Nouns

Observation: Anecdotal Reading Record “A Letter from Kate”

Observation: Discussion Questions “A Letter from Kate”

Activity Page 2.2: Story Questions “A Letter from Kate”

Lesson 3: Spelling Alternatives: Review /b/ > ‘b’ and ‘bb’

Primary Focus of Lesson

Foundational Skills

Students will write the spellings for the consonant sound /b/ and seven other consonant sounds.

Students will isolate and pronounce sister sounds /b/ and /p/ in spoken single-syllable words.

Language (Grammar)

Students will add the inflectional endings –ed and –ing to the end of root words, doubling the final consonant when necessary.

Students will distinguish between questions and statements by identifying periods and question marks at the end of sentences.

Formative Assessment

Written Response: Sound Dictation

Activity Page 3.1: Root Words and Inflectional Endings –ed, –ing

## Activity Page 3.2: Statements and Questions

### Lesson 4: Spelling Alternatives: Review /k/ > 'c,' 'k,' 'ck,' and 'cc'

#### Primary Focus of Lesson

#### Foundational Skills

Students will orally produce single-syllable words with the /k/ sound in response to sound riddles.

Students will produce words with the /k/ sound and will sort the words based on the following sound/spellings: /k/ > 'c,' 'k,' 'ck,' and 'cc.'

#### Reading

Students will read "In the Cave" with purpose and understanding, will answer written multiple-choice and short-answer questions about the text, and will answer oral literal, inferential, and evaluative questions about key details in the text.

#### Formative Assessment

Observation: Anecdotal Reading Record "In the Cave" (Group 2)

Observation: Discussion Questions "In the Cave"

Activity Page 4.1: Story Questions "In the Cave"

### Lesson 5: Spelling Alternatives: Review /k/ > 'c,' 'k,' 'ck,' and 'cc'

#### Primary Focus of Lesson

#### Language (Spelling)

Students will spell dictated one-syllable words containing /er/ > 'er,' /ar/ > 'ar,' /or/ > 'or,' and the Tricky Word said.

#### Foundational Skills

Students will read words with /k/ > 'c,' 'k,' 'ck,' and 'cc.'

#### Language (Grammar)

Students will add the inflectional endings –ed and –ing to the end of root words, doubling the final consonant when necessary.

Students will place periods and question marks at the end of written sentences.

#### Formative Assessment

Activity Page 5.1: Inflectional Endings for Root Words

Observation: Singular and Plural Nouns

Activity Page 5.3: Statements and Questions

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504:**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

## **Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

### Integration of Technology Skills

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### Interdisciplinary Connections

#### Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

#### Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

#### Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

#### Science:

- 1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted
- 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

### List of Core Instructional and Supplemental Materials

#### Core Materials:

- Amplify CKLA
- Knowledge/Skills

#### Supplemental Materials

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

### Mandates

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Grade 1 Knowledge Unit 8: Animals and Habitats

### Unit Summary

Students focus on the interconnectedness of living things with their physical environment as they learn what a habitat is and explore plants and animals in specific types of habitats.

### Unit Goals:

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Explore informational writing through collecting and synthesizing information, and recording it in a journal and graphic organizers
- Domain Assessment

### Essential Questions:

- Can I identify the main topic and retell key details of a text?
- Can I write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure?
- Can I describe people, places, things, and events with relevant details, expressing ideas and feelings clearly?

### Enduring Understandings:

- All living things are interconnected to both their environments and other living things.
- Different plants and animals are indigenous to specific habitats, often suited to them through unique characteristics that enable them to adapt to that habitat.
- Animals can be classified by the types of foods they eat, and one example of interconnectedness is the food chain to which all living things belong.

### NJSLS:

#### **Knowledge**

#### Lesson 1:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Lesson 2:

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

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

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

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

Lesson 3:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Lesson 4:

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

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Lesson 5:

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

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Lesson 6:

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

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Lesson 7:

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

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

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Lesson 8:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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



Lesson 9:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

**Skills Unit 5 Lessons 6-22**

**Lesson 6:**

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

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

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

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

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

**Lesson 7:**

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

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

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

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

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular,

single-syllable words (including those proficiencies listed in L.WF.K.2)

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

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

**Lesson 8:**

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

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

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

**Lesson 9:**

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

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

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

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

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

**Lesson 10:**

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

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

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

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

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

**Lesson 11:**

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

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

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

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

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

**Lesson 12:**

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

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

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

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

**Lesson 13:**

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

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

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

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

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

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

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

**Lesson 14:**

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

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

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

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

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

**Lesson 15:**

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

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

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

**Lesson 16:**

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

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

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

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

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

**Lesson 17:**

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

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

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

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

**Lesson 18:**

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

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

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

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

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

**Lesson 19:**

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

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

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

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

**Lesson 20:**

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

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

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

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

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

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

**Lesson 21:**

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

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

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

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

**Lesson 22:**

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

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

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

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

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

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

**Assessment:**

- Formative
  - Exit Ticket
  - Activity Pages
  - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading
- 

**Lesson 1: What Is a Habitat?**Primary Focus of the Lesson:

Speaking and Listening

Students will distinguish between living and nonliving things.

Reading

Students will explain what a habitat is.

Language

Students will demonstrate understanding of the Tier 2 word shelter.

Speaking and Listening

Students will identify characteristics of a particular habitat.

Formative Assessment

Activity Page 1.1: Explore Your Habitat Students will record observations about food and shelter in the habitat surrounding their school.

Core Vocabulary: habitat, shelter, survive

Read Aloud: What Is a Habitat?

**Lesson 2: Animals of the Arctic Habitat**

Primary Focus of the Lesson:

Speaking and Listening

Students will review what a habitat is.

Reading

Students will identify characteristics of Arctic habitats.

Language

Students will demonstrate understanding of the Tier 2 word adapted.

Writing

Students will write about characteristics of Arctic habitats.

Formative Assessment

Habitat Journal Students will write and draw about characteristics of Arctic habitats.

Core Vocabulary: adapted, blubber, burrow, exposed, tundra

Read Aloud: Animals of the Arctic Habitat

**Lesson 3: Animals of the Sonoran Desert Habitat**

Primary Focus of the Lesson:

Speaking and Listening

Students will review characteristics of Arctic habitats.

Reading

Students will identify characteristics of the desert habitat.

Language

Students will demonstrate understanding of the Tier 3 word camouflage.

Writing

Students will write about characteristics of the desert habitat.

Formative Assessment

Habitat Journal Students will write and draw about characteristics of the desert habitat.

Core Vocabulary: camouflage, carnivore, herbivores, omnivores, scavengers

Read Aloud: Animals of the Sonoran Desert Habitat

**Lesson 4: Animals of the East African Savanna Habitat**

Primary Focus of the Lesson:

Speaking and Listening

Students will identify similarities and differences between Arctic habitats and the desert habitat.

Reading

Students will identify characteristics of the grassland habitat.

Language

Students will demonstrate understanding of the Tier 2 word hardy.

Writing

Students will write about characteristics of the grassland habitat.

Formative Assessment

Habitat Journal Students will write and draw about characteristics of the grassland habitat.

Core Vocabulary: coexist, hardy, predators, prey

Read Aloud: Animals of the east African Savanna Habitat

**Lesson 5: Animals of the Temperate Deciduous Forest Habitat**

Primary Focus of the Lesson:

Speaking and Listening

Students will explain what a forest is.

Reading

Students will identify characteristics of the temperate deciduous forest habitat.

Language

Students will demonstrate understanding of the Tier 2 word store and the Tier 3 word bark.

Writing

Students will write about characteristics of the deciduous forest habitat.

Formative Assessment



Habitat Journal Students will write and draw about characteristics of the temperate deciduous forest habitat.

Core Vocabulary: climate, species, store, temperate, territory

Read Aloud: Animals of the Temperate Deciduous Forest Habitat

### **Lesson 6: Animals of the Tropical Rainforest Habitat**

Primary Focus of the Lesson:

Speaking and Listening

Students will review characteristics of the temperate deciduous forest habitat.

Reading

Students will explain how the tropical rainforest habitat is similar to the deciduous forest habitat.

Language

Students will demonstrate understanding of the Tier 3 word canopy.

Students will identify and use the conjunction but.

Writing

Students will write about characteristics of the tropical rainforest habitat.

Formative Assessment

Habitat Journal Students will write and draw about characteristics of the tropical rainforest habitat.

Core Vocabulary: canopy, colonies, humid, stalk

Read Aloud: Animals of the Tropical Rainforest Habitat

### **Lesson 7: Animals of the Freshwater Habitat**

Primary Focus of the Lesson:

Speaking and Listening

Students will identify different habitats.

Reading

Students will identify characteristics of the freshwater habitat.

Language

Students will demonstrate understanding of the Tier 2 word float.

Students will demonstrate understanding of the phrase “a fish out of water.”

Writing

Students will write about characteristics of the freshwater habitat.

Formative Assessment

Habitat Journal Students will write and draw about characteristics of the freshwater habitat.

Core Vocabulary: amphibious, float, freshwater, gills, waterproof

Read Aloud: Animals of the Freshwater Habitat

**Lesson 8: Animals of the Saltwater Habitat**

Primary Focus of the Lesson:

Speaking and Listening

Students will distinguish between fresh water and salt water.

Reading

Students will identify characteristics of the saltwater habitat.

Language

Students will demonstrate understanding of the Tier 2 word shallow.

Writing

Students will write about characteristics of the saltwater habitat.

Formative Assessment

Habitat Journal Students will write and draw about characteristics of the saltwater habitat.

Core Vocabulary: plankton, regeneration, shallow, slopes, valleys

Read Aloud: Animals of the Saltwater Habitat

**Lesson 9: Habitat Destruction and Endangered Species**

Primary Focus of the Lesson:

Speaking and Listening

Students will describe animal adaptations.

Reading

Students will explain why and how habitat destruction can cause extinction.

Language

Students will demonstrate understanding of the Tier 2 word destroy.

Reading

Students will create a graphic organizer to record information about endangered species.

Formative Assessment

Activity Page 9.1: Idea Web Students will create an idea web about endangered species.

Core Vocabulary: destroy, endanger, endangered species, extinction

Read Aloud: Habitat Destruction and Endangered Species

**Domain Assessment:** This domain assessment evaluates each student’s retention of domain and academic vocabulary words and the core content targeted in Animals and Habitats. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Part II of the assessment address the core content targeted in Animals and Habitats.

### First Grade Skills Unit 5 Lessons 6-22

Lesson 6: Spelling Alternatives: Introduce /ch/ > ‘ch’, and ‘tch’

Primary Focus of Lesson

Foundational Skills

Students will orally produce words with the /ch/ sound at either the beginning or end.

Students will read words spelled with /ch/ > ‘ch’ and ‘tch,’ and will write words with these sound/spellings in fill-in-the-blank sentences.

Reading

Students will read “The Coin Shop” with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the text.

Language (Spelling)

Students will spell and write one-syllable words with /ch/ > ‘ch’ and ‘tch,’ and /sh/ > ‘sh,’ and the Tricky Word how.

Formative Assessment

Activity Page 6.1: Fill in the Blanks

Observation: Anecdotal Reading Record “The Coin Shop” (Group 1)

Observation: Discussion Questions “The Coin Shop”

Lesson 7: Spelling Alternatives: Review /g/ > ‘g’ and ‘gg’

Primary Focus of Lesson

Foundational Skills

Students will segment two-syllable words with up to seven phonemes.

Students will read words spelled with /g/ > ‘g’ and ‘gg.’

Language (Grammar)

Students will distinguish between statements and questions in oral sentences, will identify a period end punctuation a statement and a question mark as end punctuation for a question will identify nouns, verbs, and adjectives and will write capital letters at the beginning of sentences.

#### Reading

Students will reread “The Coin Shop” with a partner, and will answer written multiple-choice and short-answer questions based on key details in the text.

#### Formative Assessment

Activity Page 7.1: Statements and Questions

Observation: Anecdotal Reading Record “The Coin Shop”

Observation: Story Questions “The Coin Shop”

Lesson 8 : Spelling Alternatives: Introduce /j/ > ‘j’, ‘g’, and ‘ge’

Primary Focus of Lesson

Foundational Skills

Students will read Tricky Words taught in this and past units.

Students will read words spelled with /j/ > ‘g’ and ‘ge.’

#### Reading

Students will read “You Never Can Tell” with purpose and understanding, will answer written multiple-choice and short answer questions about the text, and will answer oral literal, inferential, and evaluative questions about key details in the text.

#### Formative Assessment

Observation: Anecdotal Reading Record “You Never Can Tell”

Observation: Discussion Questions “You Never Can Tell”

Activity Page 8.1: Story Questions “You Never Can Tell”

Lesson 9: Tricky Spelling : Introduce ‘g’ > /g/, and /j/

Primary Focus of Lesson

Foundational Skills

Students will read and write words with the tricky spelling ‘g’ > /g/ and /j/.

Students will read sentences featuring words with /the tricky spelling ‘g’ > /g/ and /j/, will use context to determine appropriate pronunciation of words, and will write the words in sorted columns.

#### Language (Grammar)

Students will identify and read plural nouns with the inflectional endings ‘s’ > /s/ or /z/ and ‘es’ > /ez/.

#### Reading

Students will read “The Offer” with purpose and understanding, will answer written multiple-choice and short-answer questions about the text, and will answer oral literal and evaluative questions about key details in the text.

Formative Assessment

Activity Page 9.1: Practice Tricky Spelling 'g' > /g/ and /j/

Observation: Anecdotal Reading Record "The Offer"

Observation: Discussion Questions "The Offer"

Activity Page 9.2: Story Questions "The Offer"

Lesson 10: Review: Spelling Alternatives for /k/ and /j/

Primary Focus of Lesson

Language (Spelling)

Students will write dictated one-syllable words with /ch/ > 'ch' and 'tch,' and /sh/ > 'sh,' and the Tricky Word how.

Foundational Skills

Students will review the spellings for the sounds /k/ and /j/.

Students will read words with previously taught sound/spellings and will read previously taught Tricky Words.

Reading

Students will read "The Campsite" with purpose and understanding, will answer written multiple-choice and short-answer questions about the text, and will answer oral literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 10.1: Spelling Assessment

Observation: Anecdotal Reading Record "The Campsite" (Group 1)

Observation: Discussion Questions "The Campsite"

Activity Page 10.2: Story Questions "The Campsite"

Lesson 11: Spelling Alternatives: Review /t/ > 't', 'tt', and 'ed'

Primary Focus of Lesson

Foundational Skills

Students will isolate the /t/ sound at the beginning and end of oral words.

Students will read and write words with /t/ > 'ed,' 't,' and 'tt.'

Students will sort words by the spelling of /t/, and will double final consonants as needed when adding affixes to root words.

Language (Grammar, Spelling)

Students will distinguish between statements, questions, and exclamations in oral sentences; will identify the correct end punctuation for each; and will write capital letters at the beginning of each sentence.

Students will spell and write one- and two-syllable words with /j/ > 'j,' 'g,' and 'ge,' and the Tricky Word your.

Formative Assessment

Activity Page 11.1: Spellings for /t/

Activity Page 11.2: Statements, Questions, and Exclamations

Lesson 12: Spelling Alternatives: Review /d/ > ‘d’, ‘dd’, and ‘ed’

Primary Focus of Lesson

Foundational Skills

Students will recognize that the past tense marker at the end of verbs is ‘ed’ and may be pronounced /t/, /d/, or /ed/.

Students will read words spelled with /d/ > ‘d,’ ‘dd,’ and ‘ed.’

Reading

Students will read “Sani’s Story” with purpose and understanding, will answer written multiple-choice and short-answer questions about the text, and will answer oral literal, inferential, and evaluative questions about key details in the text.

Formative Assessment

Activity Page 12.1: Spellings for /d/

Observation: Anecdotal Reading Record “Sani’s Story” (Group 2)

Observation: Discussion Questions “Sani’s Story”

Activity Page 10.2: Story Questions “Sani’s Story”

Lesson 13: Spelling Alternatives: Review /f/ > ‘f’, and ‘ff’

Primary Focus of Lesson

Foundational Skills

Students will identify the /f/ sound at the beginning of oral words.

Students will read words spelled with /f/ > ‘f’ and ‘ff.’

Students will read words with /f/ > ‘f’ and ‘ff,’ /ch/ > ‘tch,’ and /j/ > ‘g,’ and will write the words in fill-in-the-blank sentences.

Language (Grammar)

Students will add proper end punctuation to written sentences, and will write a statement, a question, and an exclamation.

Reading

Students will read “The Visit” with purpose and understanding, will complete fill-in-the-blank sentences based on the plot of the story, and will answer oral literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 13.1: Fill in the Blanks (Spelling Alternatives)

Activity Page 13.2: Statements, Questions, and Exclamations

Observation: Anecdotal Reading Record “The Visit” (Group 1)

Observation: Discussion Questions “The Visit”

Activity Page 13.3: Story Questions “The Visit”

Lesson 14: Spelling Alternatives and Tricky Words: Introduce /v/ > ‘v’, and ‘ve’; Introduce Picture  
Primary Focus of Lesson

Foundational Skills

Students will distinguish between the /f/ and /v/ sounds in oral word pairs.

Students will read and write words with /v/ > ‘v’ and ‘ve.’

Students will read and write the Tricky Word picture.

Language (Grammar)

Students will find two examples each of statements, questions, and exclamations in Kate’s Book.

Reading

Students will read “The Hike” with purpose and understanding, will answer written multiple-choice and short answer questions about the story, and will answer oral literal, inferential, and evaluative questions about key details in the text.

Formative Assessment

Activity Page 14.1: Fill in the Blanks Spelling Alternatives for /v/

Observation: Anecdotal Reading Record “The Hike” (Group 2)

Observation: Discussion Questions “The Hike”

Activity Page 14.2: Story Questions “The Hike”

Lesson 15: Writing: Introduce Opinion Writing

Primary Focus of Lesson

Language (Spelling)

Students will spell dictated one- and two-syllable words with /j/ > ‘j,’ ‘g,’ and ‘ge,’ and the Tricky Word your.

Reading

Students will reread “The Hike” in pairs with increased accuracy, appropriate rate, and expression.

Writing

Students will distinguish between facts and opinions in oral sentences and will identify the sentence that provides the author’s opinion in a written paragraph about The Green Fern Zoo.

Formative Assessment

Activity Page 15.1: Spelling Assessment

Observation: Anecdotal Reading Record “The Hike”

Activity Page 15.2: Parts of an Opinion Paragraph

Lesson 16: Writing: Plan and Draft an Opinion Paragraph as a Class

Primary Focus of Lesson

Foundational Skills

Students will identify words with an initial /r/ sound based on oral riddle clues.

Students will read words with /r/ > ‘r’ and ‘wr.’

Writing

Students will work together as a class to brainstorm ideas about a favorite school or class event, and will plan and draft an opinion paragraph.

Language (Spelling)

Students will spell and write one- and two-syllable words with /t/ > ‘t’ and ‘tt,’ /d/ > ‘d,’ ‘dd,’ and ‘ed,’ and /f/ > ‘ff,’ and the Tricky Word was.

Formative Assessment

Activity Page 16.1: Spellings for /r/

Lesson 17: Writing: Plan and Draft an Opinion Paragraph Independently

Primary Focus of Lesson

Foundational Skills

Students will review the spellings for /j/, /g/, and /k/.

Reading

Students will read “The Bone Man” with purpose and understanding, will answer written multiple-choice and short answer questions about the story, and will answer oral literal, inferential, and evaluative questions about key details in the text.

Writing

Students will use a planning template and a drafting template to draft an opinion paragraph.

Formative Assessment

Observation: Anecdotal Reading Record “The Bone Man” (Group 1)

Observation: Discussion Questions “The Bone Man”

Activity Page 17.1: Story Questions “The Bone Man”

Activity Page 17.2: Take a Stand and Tell Why (Plan)

Activity Page 17.3: Take a Stand and Tell Why (Draft)

Lesson 18: Writing: Edit an Opinion Paragraph

Primary Focus of Lesson

Foundational Skills

Students will write spellings for the following sounds: /ch/, /j/, /n/, /k/, /s/, /g/, /z/, and /m/.

Language (Grammar)

Students will build simple, declarative oral sentences in response to prompts, will use adjectives and prepositions, and will write two complete sentences of at least five words.



### Writing

Students will use an editing checklist to edit a classmate's opinion paragraph, and will make suggestions for revision by asking the author questions.

### Formative Assessment

Written Response: Sound Dictation

Written Response: Sentence Building

### Lesson 19: Spelling Alternatives: Review: /l/ > 'l', and 'll'

#### Primary Focus of Lesson

#### Foundational Skills

Students will read words spelled with /l/ > 'l' and /l/ > 'll.'

#### Language (Grammar)

Students will expand short, oral declarative sentences using common prepositions.

#### Reading

Students will read "Two Good Things and One Bad Thing" with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the text.

#### Formative Assessment

Activity Page 19.1: Sort Words with /l/ > 'l' or 'll'

Observation: Anecdotal Reading Record "Two Good Things and One Bad Thing"

Observation: Discussion Questions "Two Good Things and One Bad Thing"

### Lesson 20: Review: Spelling Assessment; Tricky Words

#### Primary Focus of Lesson

#### Language (Spelling)

Students will spell dictated one- and two-syllable words with /t/ > 't' and 'tt;' /d/ > 'd,' 'dd,' and 'ed;' and /f/ > 'ff' and the Tricky Word was.

#### Foundational Skills

Students will review and read previously taught Tricky Words.

#### Language (Grammar)

Students will generate adjectives for nouns found in Kate's Book.

#### Reading

Students will reread "Two Good Things and One Bad Thing" with increased accuracy, appropriate rate, and expression, and will write short answers to written questions about key details in the text.

#### Formative Assessment

Activity Page 20.1: Spelling Assessment

Observation: Anecdotal Reading Record "Two Good Things and One Bad Thing"

Activity Page 20.2: Story Questions “Two Good Things and One Bad Thing”

Lesson 21: Review: Review and Practice

Primary Focus of Lesson

Foundational Skills

Students will write spellings for the following sounds: /ch/, /m/, /j/, /n/, /k/, /s/, /g/, and /z/.

Students will orally segment and blend two-syllable words with up to seven phonemes.

Students will read and write two-syllable words composed of the inflected endings –ing and –ed, r-controlled vowels, /ch/ > ‘tch,’ and /j/ > ‘g.’

Reading

Students will read “The Big Dig” with purpose and understanding, will answer written multiple-choice questions about the story, and will answer oral literal, inferential, and evaluative questions about key details in the text.

Formative Assessment

Written Response: Sound Dictation

Activity Page 21.1: Fill In the Blanks: Sound/Spellings Review

Observation: Anecdotal Reading Record “The Big Dig”

Observation: Discussion Questions “The Big Dig”

Activity Page 21.2: Story Questions “The Big Dig”

Lesson 22: Unit Assessment: Word Recognition; Grammar

Primary Focus of Lesson

Foundational Skills

Students will hear one- and two-syllable words that feature previously taught sound/spellings, and choose the corresponding written word.

Language (Grammar)

Students will identify common and proper nouns in written sentences, will write end punctuation for written sentences, will expand printed sentences by adding prepositional phrases and adjectives, will add the inflectional ending –s or –es to the end of plural nouns, and will add the inflectional endings –ed and –ing to root words, doubling the final consonant when necessary.

Reading

Students will read “The Scoop” with purpose and understanding, will answer written multiple-choice questions about the story, and will answer oral literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 22.1: Word Recognition Assessment

Activity Page 22.2: Grammar Assessment

Observation: Anecdotal Reading Record “The Scoop”

Observation: Discussion Questions “The Scoop”

Activity Page 22.3: Story Questions “The Scoop”

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for the Unit*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504:**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

## **Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

## **Interdisciplinary Connections**

### Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

### Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

### Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

### Science:

- 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

## **List of Core Instructional and Supplemental Materials**

### **Core Materials:**

- Amplify CKLA
- Knowledge/Skills

### **Supplemental Materials**

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

**Mandates**

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Grade 1 Knowledge Unit 9: Fairy Tales

### Unit Summary

Students are introduced to fairy tales that have been favorites for generations, including “Sleeping Beauty,” “Rumpelstiltskin,” “The Frog Prince,” “Hansel and Gretel,” and “Jack and the Beanstalk.” Students learn about the Brothers Grimm, identify common elements of fairy tales, consider problems and solutions, make interpretations, and compare and contrast different tales

### Unit Goals:

- Demonstrate understanding of key vocabulary
- Deepen comprehension by identifying the elements of a fairy tale
- Set a purpose for listening and compare and contrast literary ideas such as Fantasy and Reality and Hero and Villain
- Deepen understanding of narrative writing by planning, drafting, and revising a retelling of a favorite fairy tale
- Domain Assessment

### Essential Questions:

- Can I retell stories, including key details, and demonstrate understanding of their central message or lesson?
- Can I describe characters, settings, and major events in a story, using key details?
- How do I compare and contrast the adventures and experiences of characters in stories?
- Can I write narratives in which I 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?
- With guidance and support from adults, can I focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed?
- Can I 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, can I recall information from experiences or gather information from provided sources to answer a question?

### Enduring Understandings:

- Fairy tales are a unique type of fiction, with distinct elements, that still maintain traditional story grammar.
- Students will explore concepts such as bravery and heroism, good and evil, and valuable life lessons.
- The Brothers Grimm shared these tales with others because of their ability to make people feel happy, sad, and sometimes afraid.

### NJSLS:

#### **Knowledge**

#### Lesson 1:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word

relationships and nuances in word meanings.

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

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

Lesson 2:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

Lesson 3:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

Lesson 4:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and

determine possible sources to obtain information on that topic.

Lesson 5:

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

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

Lesson 6:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

Lesson 7:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Lesson 8:



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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

Lesson 9:

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

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

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

### **Skills Unit 6 Lessons 1-12:**

Skills Lesson 1:

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

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

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

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

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

Lesson 2:

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

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

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

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

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

Lesson 3:

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

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

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

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

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

Lesson 3:

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

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

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

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

Lesson 4:

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

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

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

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular,

single-syllable words (including those proficiencies listed in L.WF.K.2).

Lesson 5:

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

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

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

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

Lesson 6:

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

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

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

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

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

Lesson 7:

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

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

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

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

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

Lesson 8:

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed

in L.WF.K.3):

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

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

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

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

Lesson 9:

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

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

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

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

Lesson 10:

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

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

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

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

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

Lesson 11:

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

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

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

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

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular,

single-syllable words (including those proficiencies listed in L.WF.K.2).

Lesson 12:

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

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

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

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

Lesson 13:

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

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

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

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

Lesson 14:

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

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

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

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

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

Lesson 15:

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

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

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

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

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

Lesson 16:

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

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

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2).

Lesson 17:

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

Lesson 18:

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning

words and phrases based on grade 1 reading and content.

Lesson 19:

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

Lesson 20:

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2).

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Lesson 21:

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

Lesson 22:

L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 23:

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

Lesson 24:

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 25:

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

**Assessment:**

- Formative
  - Exit Ticket
  - Activity Pages
  - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading



## **Lesson 1: Sleeping Beauty**

### Primary Focus of the Lesson:

Speaking and Listening

Students will discuss elements of stories.

Reading

Students will identify characters, settings, and events in a fairy tale.

Language

Students will demonstrate an understanding of the Tier 2 word wisdom.

Students will demonstrate an understanding of the phrase the land of Nod.

Reading

Using a graphic organizer, students will identify characters, settings, and events in a fairy tale.

Formative Assessment

Exit Pass: Element of the Story Students will write a sentence about one element of “Sleeping Beauty.”

Standards

Core Vocabulary: enchanted, prick, spell, virtue, wisdom

Read Aloud: Sleeping Beauty

## **Lesson 2: Rumpelstiltskin**

### Primary Focus of the Lesson:

Speaking and Listening

Students will review the elements of fairy tales.

Reading

Students will describe the problem and solution in the plot of a fairy tale.

Language

Students will demonstrate understanding of the Tier 2 word succeed.

Speaking and Listening

Students will act out scenes from a fairy tale.

Reading

Students will use graphic organizers to identify and compare elements of fairy tales.

Formative Assessment

Exit Pass: Comparing Fairy Tales Students will use a graphic organizer to compare elements of two fairy tales.

Core Vocabulary: boasting, claim, clever, pity, succeed

Read Aloud: Rumpelstiltskin

**Lesson 3: Rapunzel**

Primary Focus of the Lesson:

Speaking and Listening

Students will review the elements of fairy tales.

Reading

Students will identify characters, settings, and events in a fairy tale.

Language

Students will demonstrate understanding of the Tier 2 word delight.

Reading

Students will use graphic organizers to identify and compare elements of fairy tales.

Formative Assessment

Activity Page 3.2: Venn Diagram Students will use a graphic organizer to compare and contrast elements of three fairy tales.

Core Vocabulary: delight, longed, merciful, rage

Read Aloud: Rapunzel

**Lesson 4: The Frog Prince, Part 1**

Primary Focus of the Lesson:

Primary Focus of Lesson

Speaking and Listening

Students will review the elements of fairy tales.

Reading

Students will identify characters, settings, and events in a fairy tale.

Language

Students will demonstrate understanding of the Tier 2 word retrieved. Students will practice using the conjunction so.

Writing

Students will use a graphic organizer to retell and identify elements of a fairy tale.

Formative Assessment

Activity Page 4.1: Elements of Fairy Tales Students will use a graphic organizer to retell and identify elements of a fairy tale.

Core Vocabulary: court, glee, retrieved, wailed, well

Read Aloud: The Frog Prince

### **Lesson 5: The Frog Prince, Part 2**

Primary Focus of the Lesson:

Speaking and Listening

Students will review the elements of fairy tales.

Reading

Students will identify elements in a fairy tale to determine if their predictions were correct.

Language

Students will demonstrate understanding of the Tier 2 word contented.

Students will demonstrate understanding of the multiple meaning word bowl.

Reading

Students will use a graphic organizer to retell and identify elements of a fairy tale.

Formative Assessment

Activity Page 4.1: Elements of Fairy Tales Students will use a graphic organizer to retell and identify elements of a fairy tale.

Core Vocabulary: contented, disgusting, glared, scold

Read Aloud: The Frog Prince, Part 2

Activity Pages

### **Lesson 6: Hansel and Gretel, Part 1**

Primary Focus of the Lesson:

Speaking and Listening

Students will review the elements of fairy tales.

Reading

Students will retell and identify elements of a fairy tale.

## Language

Students will demonstrate understanding of the Tier 2 word comforted.

## Writing

Students will use a graphic organizer to compare characters in several fairy tales.

## Formative Assessment

Exit Pass: Heroic Character Identification Students will identify and describe a heroic character from a fairy tale.

Core Vocabulary: comforted, glittered, shocked

Read Aloud: Hansel and Gretel, Part 1

## **Lesson 7: Hansel and Gretel , Part 2**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review the elements of fairy tales.

#### Reading

Students will identify elements in a fairy tale to determine if their predictions were correct.

#### Language

Students will demonstrate understanding of the Tier 2 word creep.

#### Reading

Students will sequence the events of a fairy tale.

#### Writing

Students will use a graphic organizer to plan a narrative retelling of a fairy tale.

#### Formative Assessment

Activity Page 7.1 Planning a Narrative Retelling Students will use a graphic organizer to plan a narrative retelling of a fairy tale.

Core Vocabulary: cackled, creep, heaving, perched, wicked

Read Aloud: Hansel and Gretel ,Part 2

## **Lesson 8: Jack and the Beanstalk, Part 1**

### Primary Focus of the Lesson:

### Speaking and Listening

Students will review the elements of fairy tales.

### Reading

Students will retell and identify elements of a fairy tale.

### Language

Students will demonstrate understanding of the Tier 2 word precious.

### Writing

Students will draft a narrative retelling of a fairy tale.

### Formative Assessment

Activity Page 8.2: Drafting a Narrative Retelling Students will draft a narrative retelling of a fairy tale.

Core Vocabulary: attic, fierce, precious, tremble, wringing

Read Aloud: Jack and the Beanstalk , Part 1

## **Lesson 9: Jack and the Beanstalk , Part 2**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review the elements of fairy tales.

#### Reading

Students will identify elements in a fairy tale to determine if their predictions were correct.

#### Language

Students will demonstrate understanding of the Tier 2 words rudely and politely.

#### Writing

Students will edit a draft of their narrative retelling of a fairy tale.

#### Formative Assessment

Activity Page 9.1: Edit a Narrative Retelling Students will edit a draft of their narrative retelling of a fairy tale.

Core Vocabulary: barked, bellowing, bounding, gulped, rudely

Read Aloud: Jack and the Beanstalk, Part 2

## Domain Assessment

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in Fairy Tales. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in Fairy Tales.

## First Grade Skills Unit 6 Lessons 1-12

Lesson 1 : Spelling Alternatives: Introduce /s/ > 'c'

Primary Focus of Lesson

Foundational Skills

Students will review the spellings /s/ > 's' and 'ss,' and will learn the sound/spelling /s/ > 'c.'

Students will read words with /s/ > 's,' 'ss,' and 'c.'

Writing

Students will read the personal narrative "In the Cave," and will fill out a story map describing different elements of the story.

Language (Spelling)

Students will spell two-syllable words that feature /m/ > 'mm,' /t/ > 'tt,' /d/ > 'dd,' /p/ > 'pp,' and the Tricky Word their.

Formative Assessment

Observation: Spelling Alternatives /s/ > 's,' 'ss,' 'c'

Activity Page 1.2: Elements of Personal Narratives

Lesson 2: Tricky Spelling: Introduce 'c' > /k/, and /s/

Primary Focus of Lesson

Foundational Skills

Students will read words with 'c' > /k/ and /s/ and will sort words based on the sound for 'c.'

Writing

Students will answer five questions about an event that happened to everyone in the class to plan a class personal narrative.

Formative Assessment

Activity Page 2.1: Tricky Spelling 'c' > /k/ and /s/

Lesson 3: Writing: Draft a Personal Narrative

Primary Focus of Lesson

Foundational Skills

Students will identify the spellings for /oo/ > 'oo,' /oi/ > 'oi,' /aw/ > 'aw,' /ou/ > 'ou,' and r-controlled vowel spellings.

Students will sort words with 'c' > /k/ and /s/, and will produce sentences with each word sorted.

Writing

Students will use a series of decodable interrogative sentences to create a draft of a personal narrative.

Formative Assessment

Exit Pass: Tricky Spelling ‘c’ > /k/ and /s/

Lesson 4: Writing: Plan and Draft a Personal Narrative

Primary Focus of Lesson

Foundational Skills

Students will read words with /s/ > ‘ce,’ ‘se,’ ‘c,’ and ‘ss.’

Students will sort words with /s/ > ‘ce’ and ‘se.’

Writing

Students will use a planning template organized by five questions to plan a personal narrative, and will use a draft template to write the first draft of their personal narrative.

Formative Assessment

Observation: Spelling Alternatives /s/ > ‘s,’ ‘ss,’ ‘c’

Activity Page 4.1: Plan a Personal Narrative

Activity Page 4.2: Draft a Personal Narrative

Lesson 5 : Review and Practice: Spelling Assessment

Lesson 6: Tricky Spelling: Review ‘c’ > /k/ and /s/

Primary Focus of Lesson

Foundational Skills

Students will read and sort words with tricky spelling ‘c’ > /k/ and /s/.

Students will read and sort words with /s/ > ‘c,’ ‘ce,’ and ‘se.’

Reading

Students will read “Mister Spencer and the Rabbits” with purpose and understanding, will answer written multiple-choice and short answer questions about the story, and will answer literal and inferential questions about key details in the text.

Language (Spelling)

Students will read and spell one-syllable words containing spelling alternatives for the sounds /s/ and /z/ and the Tricky Word here.

Formative Assessment

Activity Page 6.1: Tricky Spelling ‘c’ > /s/ and /k/

Observation: Discussion Questions “Mister Spencer and the Rabbits”

Observation: Story Questions “Mister Spencer and the Rabbits”

Lesson 7: Grammar: Introduce Pronouns

Primary Focus of Lesson

Foundational Skills

Students will segment and blend two-syllable words with up to seven phonemes.

#### Language (Grammar)

Students will read sentences where pronouns are substituted for nouns, will identify which noun a pronoun is replacing, and will write the pronouns in blank spaces.

#### Reading

Students will read the story “The Picnic by the River” with purpose and understanding, and will answer literal, inferential, and evaluative questions about key details in the text.

#### Formative Assessment

Activity Page 1.2: Noun and Pronoun Identification

Observation: Anecdotal Reading Record “The Picnic by the River” (Group 1)

Observation: Discussion Questions “The Picnic by the River”

#### Lesson 8: Tricky Spelling : Review ‘g’ > /g/ and /j/

##### Primary Focus of Lesson

#### Language (Grammar)

Students will use prepositions and adjectives to expand short sentences.

#### Foundational Skills

Students will read words with tricky spelling ‘g’ > /g/ and /j/ and will review the spelling alternatives /j/ > ‘j,’ ‘g,’ and ‘ge.’

#### Reading

Students will reread the story “The Picnic by the River,” and will answer written short-answer questions about key details in the text.

#### Formative Assessment

Observation: Anecdotal Reading Record “The Picnic by the River” (Group 2)

Activity Page 8.1: Story Questions “The Picnic by the River”

#### Lesson 9 Grammar: Use Adjectives and Prepositions

##### Primary Focus of Lesson

#### Language (Grammar)

Students will use adjectives and prepositions to expand short sentences.

Students will use the pronouns he, she, it, I, and you to complete written sentences.

#### Reading

Students will read “Ants” with purpose and understanding, will answer written short-answer questions, and will answer oral literal, inferential, and evaluative questions about key details in the text.

#### Formative Assessment

Activity Page 9.1: Nouns and Pronouns



Observation: Anecdotal Reading Record “Ants” (Group 1)

Activity Page 9.2: Story Questions “Ants”

Observation: Discussion Questions “Ants”

Lesson 10 Spelling Alternatives: Introduce /n/ > ‘kn’

Primary Focus of Lesson

Language (Spelling)

Students will spell and write one-syllable words containing spelling alternatives for the /s/ and /z/ sounds and the Tricky Word here.

Foundational Skills

Read and sort words spelled with /n/ > ‘kn,’ ‘nn,’ and ‘n.’

Reading

Students will read “The Band” with purpose and understanding, will answer written short-answer questions about the story, and will answer oral literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 10.1: Spelling Assessment

Observation: Spelling Alternatives /n/ > ‘n,’ ‘nn,’ and ‘kn’

Observation: Anecdotal Reading Record “The Band” (Group 1)

Activity Page 10.3: Story Questions “The Band”

Observation: Discussion Questions “The Band”

Lesson 11 Spelling Alternatives: Review /n/ > ‘kn,’ ‘n,’ ‘nn’ and /s/ > ‘c,’ ‘ce,’ ‘se’

Primary Focus of Lesson

Foundational Skills

Students will read and write words with the spelling alternatives /n/ > ‘kn,’ ‘n,’ ‘nn,’ and /s/ > ‘c,’ ‘ce,’ and ‘se.’

Reading

Students will read the story “The Yard Sale” with purpose and understanding; will answer written short-answer questions; and will answer literal, inferential, and evaluative questions about key details in the text.

Language (Spelling)

Students will read and spell words containing /m/ > ‘m’ and ‘mm,’ consonant clusters, and the Tricky Word could.

Formative Assessment

Activity Pages 11.1, 11.2: Spelling Alternatives /n/ and /s/

Observation: Anecdotal Reading Record “The Yard Sale” (Group 2)

Activity Page 11.3: Story Questions “The Yard Sale”

Observation: Discussion Questions “The Yard Sale”

Lesson 12 Grammar: Review Nouns and Pronouns

Primary Focus of Lesson

Language (Grammar)

Students will use pronouns to replace nouns in oral sentences.

Foundational Skills

Students will use previously taught Tricky Words to create an oral story.

Reading

Students will read the story “The Storm” with purpose and understanding, and will answer written short-answer questions about key details in the text.

Formative Assessment

Observation: Anecdotal Reading Record “The Storm” (Group 1)

Activity Page 12.1: Story Questions “The Storm”

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit 1 - Lessons 1-15*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504:**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

## **Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

## **Interdisciplinary Connections**

### Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

### Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

### Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

### Science:

- 4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
- 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

## **List of Core Instructional and Supplemental Materials**

### **Core Materials:**

- Amplify CKLA
- Knowledge/Skills

### **Supplemental Materials**

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

## **Mandates**

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Grade 1 Knowledge Unit 10: A New Nation: American Independence

### Unit Summary

Students learn about the birth of the United States of America. They are introduced to important historical figures and events in the story of how the thirteen colonies became an independent nation. They also learn the significance of patriotic symbols, including the U.S. flag, the Liberty Bell, and the bald eagle.

### Unit Goals:

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Identify important information and sequence events in a text
- Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph
- Domain Assessment

### Essential Questions:

- Can I ask and answer questions about key details in a text?
- Can I identify the main topic and retell key details of a text?
- Can I distinguish between information provided by pictures or other illustrations and information provided by the words in a text?
- Can I write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure?
- Can I ask and answer questions about key details in a text read aloud or information presented orally or through other media?

### Enduring Understandings:

- Several important historical figures and events led to how the thirteen colonies determined and gained their independence from Britain to become the United States of America.
- The British imposed taxes on the thirteen colonies, which led to the Boston Tea Party, the Revolutionary War, and the Declaration of Independence.
- The roles of women, Native Americans, and African Americans during this time period are highlighted.

### NJSLS

#### **Knowledge:**

#### Lesson 1:

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or

through other media.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Lesson 2:

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Lesson 3:

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Lesson 4:

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word

relationships and nuances in word meanings.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Lesson 5:

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

Lesson 6:

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Lesson 7:

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).



L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Lesson 8:

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Lesson 9:

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

Lesson 10:

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where,

when, why, how).

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

Lesson 11:

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information

Lesson 12:

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information

### **Skills Unit 6 Lessons 13-25**

Lesson 13

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1)

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why,

how).

#### Lesson 14

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1)

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

#### Lesson 15

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

#### Lesson 16

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

#### Lesson 17

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in

L.WF.K.1)

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

Lesson 18

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

Lesson 19

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

Lesson 20

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Lesson 21

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 22

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 23

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

Lesson 24

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 25

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.RF.1.4. Rad with sufficient accuracy and fluency to support comprehension.

**Assessment:**

- Formative
  - Exit Ticket
  - Activity Pages
  - Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading

**Lesson 1: The New World**

Primary Focus of the Lesson:

Speaking and Listening

Students will identify where and how the thirteen colonies were formed.

Reading

Students will identify the first English settlements in America.

Language

Students will demonstrate an understanding of the Tier 3 word settlements.

Speaking and Listening

Students will identify and sequence the first English settlements in America.

Formative Assessment

Activity Page 1.1: Thirteen Colonies Map Students will locate and write one to three sentences about the thirteen colonies in North America.

Core Vocabulary: colony, founded, freedoms, government, settlements

Read Aloud: The New World

**Lesson 2: A Taxing Time: The Boston Tea Party**

Primary Focus of the Lesson:

Speaking and Listening

Students will identify the first English settlements in America.

Reading

Students will describe the Boston Tea Party.

Language

Students will demonstrate an understanding of the Tier 2 word goods.

Reading

With assistance, describe the Boston Tea Party by examining a picture.

Formative Assessment

Exit Pass: Response Card Students will write a sentence about the Boston Tea Party.

Core Vocabulary: goods, harbor, representatives, revolted, taxes

Read Aloud: A Taxing Time: The Boston Tea Party

### **Lesson 3: The Shot Heard Around the World**

Primary Focus of the Lesson:

Speaking and Listening

Students will describe the Boston Tea Party.

Reading

Students will identify and describe significant events leading to the Revolutionary War.

Language

Students will demonstrate an understanding of the Tier 2 word volunteers.

Students will demonstrate an understanding of the phrase “let the cat out of the bag.”

Reading

In groups, students will use a graphic organizer to summarize the Read-Aloud.

Formative Assessment

Activity Page 3.1: Somebody Wanted But So Then Students will use a graphic organizer to summarize the Read-Aloud.

Core Vocabulary: militia, obeyed, signal, spies, volunteers

Read Aloud: The Shot Heard Around the World

### **Lesson 4: Declaring Independence**

Primary Focus of the Lesson:

Speaking and Listening

Students will describe the Boston Tea Party.

Reading

Students will identify and describe significant events leading to the Revolutionary War.

## Language

Students will demonstrate an understanding of the Tier 2 word volunteers.

Students will demonstrate an understanding of the phrase “let the cat out of the bag.”

## Reading

In groups, students will use a graphic organizer to summarize the Read-Aloud.

## Formative Assessment

Activity Page 3.1: Somebody Wanted But So Then Students will use a graphic organizer to summarize the Read-Aloud.

Core Vocabulary: approved, commander in chief, declaration, independent

Read Aloud: Declaring Independence

## **Lesson 5: The Legend of Betsy Ross**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will identify and describe significant events leading to the Revolutionary War.

#### Reading

Students will identify the legend of Betsy Ross and the flag.

#### Language

Students will demonstrate an understanding of the Tier 2 word alternating.

#### Speaking and Listening

Students will identify and sequence events in the early history of the United States.

#### Formative Assessment

Activity Page 5.1: The Original Flag Students will color and write one to three sentences about the original flag of the United States.

Core Vocabulary: alternating, patriotism, represent, seamstress

Read Aloud: The Legend of Betsy Ross

## **Lesson 6: George Washington , Commander in Chief**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will identify the key events in the founding of the United States.



Reading

Students will describe the contributions of George Washington.

Language

Students will demonstrate an understanding of the Tier 2 word struggled.

Reading

Students will describe the contributions of George Washington by examining a picture.

Formative Assessment

Exit Pass: Picture Gallery Students will write a caption describing the contributions of George Washington.

Core Vocabulary: army, daring, defeat, struggled

Read Aloud: George Washington , Commander in Chief

**Lesson 7: Will This War Never End?**

Primary Focus of the Lesson:

Speaking and Listening

Students will describe the contributions of George Washington.

Reading

Students will describe the contributions of George Washington.

Language

Students will demonstrate an understanding of the Tier 2 word confident.

Students will practice using action words in the past and present.

Formative Assessment

Exit Pass: Response Card Students will describe one of George Washington's contributions: the end of the Revolutionary War.

Core Vocabulary: confident, surrendering, wilderness

Read Aloud: Will This War Never End?

**Lesson 8: A Young Nation Is Born**

Primary Focus of the Lesson:

Speaking and Listening

Students will describe the contributions of George Washington.

Reading

Students will describe the contributions of George Washington.

## Language

Students will demonstrate an understanding of the Tier 2 word president.

Students will practice using action verbs in the past, present, and future.

## Speaking and Listening

Students will identify and sequence events in the early history of the United States.

## Formative Assessment

Exit Pass: Response Card Students will describe a contribution George Washington made to his country.

Core Vocabulary: capital, permanent, president, united

Read Aloud: A Young Nation Is Born

## **Lesson 9: Never Leave Until Tomorrow What You Can Do Today**

### Primary Focus of the Lesson:

## Speaking and Listening

Students will describe the contributions of George Washington.

## Reading

Students will describe the contributions of Benjamin Franklin.

## Language

Students will demonstrate an understanding of the Tier 3 word almanac.

Students will demonstrate an understanding of the saying “never leave until tomorrow what you can do today.”

## Reading

Students will describe the contributions of Benjamin Franklin by examining a picture.

## Formative Assessment

Exit Pass: Picture Gallery Caption Students will write a caption to describe the contributions of Benjamin Franklin.

Core Vocabulary: almanac, apprentice, invention

Read Aloud: Never Leave Until Tomorrow What You Can Do Today

## **Lesson 10: Building a Nation with Words and Ideas**

### Primary Focus of the Lesson:

### Speaking and Listening

Students will describe the contributions of Benjamin Franklin.

### Reading

Students will describe the contributions of Thomas Jefferson.

### Language

Students will demonstrate an understanding of the Tier 2 word anniversary.

### Reading

Students will describe the contributions of Thomas Jefferson by examining a picture.

### Formative Assessment

Exit Pass: Picture Gallery Caption Students will write a caption describing the contributions of Thomas Jefferson.

### Standards

Core Vocabulary: anniversary, architecture, domed, university

Read Aloud: Building a Nation with Words and Ideas

## **Lesson 11: Liberty and Justice for ALL?**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will describe the contributions of the Founding Fathers.

#### Reading

Students will describe the roles of enslaved Africans, Native Americans, and women during the evolution from colonies to independence.

#### Language

Students will demonstrate an understanding of the Tier 2 word equally.

#### Writing

Students will use a graphic organizer to plan an informational paragraph.

#### Formative Assessment

Activity Page 11.1: Plan an Informational Paragraph Students will use a graphic organizer to plan an informational paragraph.

Core Vocabulary: equally, justice, liberty

Read Aloud: Liberty and Justice for ALL?

**Lesson 12: What Do a Flag, a Bell, and an Eagle Have in Common?**

Primary Focus of the Lesson:

Speaking and Listening

Students will describe the contributions of the Founding Fathers and others.

Reading

Students will identify and explain the significance of several U.S. symbols.

Language

Students will demonstrate an understanding of the Tier 2 word symbols.

Writing

Students will draft an informational paragraph.

Formative Assessment

Activity Page 12.1: Drafting an Informational Paragraph Students will draft an informational paragraph about the founding of the United States.

Core Vocabulary: seal, symbols

Read Aloud: What Do a Flag, a Bell, and an Eagle Have in Common?

**Domain Assessment**

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in Fairy Tales. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in Fairy Tales.

**First Grade Skills Unit 6 Lessons 13-25**

Lesson 13 Grammar: Practice Using Nouns and Pronouns

Primary Focus of Lesson

Foundational Skills

Students will segment and blend two-syllable words with up to six phonemes.

Language (Grammar)

Students will make oral sentences with the pronouns he, she, it, I, and you, and will match pronouns with nouns in written sentences.

Reading

Students will read the story “Dark Clouds and Wind” with purpose and understanding, and will answer written short-answer questions about key details in the text.

Formative Assessment

Observation: Anecdotal Reading Record “Dark Clouds and Wind” (Group 2)

Activity Page 13.2: Story Questions “Dark Clouds and Wind”

Lesson 14 Grammar: Review Adjectives and Prepositions

Primary Focus of Lesson

Foundational Skills

Students will segment and blend two-syllable words with up to seven phonemes.

Language (Grammar)

Students will use adjectives and prepositions to expand short sentences.

Reading

Students will read “In the Storm Shelter” with purpose and understanding, and will answer written short-answer questions about key details in the text.

Formative Assessment

Observation: Anecdotal Reading Record “In the Storm Shelter” (Group 1)

Activity Page 14.1: Story Questions “In the Storm Shelter”

Lesson 15 Review and Practice: Spelling Assessment and Plural Nouns

Primary Focus of Lesson

Language (Spelling)

Students will spell and write words with /m/ > ‘m’ and ‘mm,’ consonant clusters, and the Tricky Word could.

Foundational Skills

Students will read plural nouns ending in –s and –es and sort words according to the pronunciation of their plural markers.

Reading

Students will read the story “The Visit” with purpose and understanding, will answer written short-answer questions about the story, and will answer oral literal and inferential questions about key details in the text.

Formative Assessment

Activity Page 15.1: Spelling Assessment

Activity Page 15.2: Plural Nouns

Observation: Anecdotal Reading Record “The Visit”

Activity Page 15.3: Story Questions “The Visit”

Observation: Discussion Questions “The Visit”

Lesson 16 Spelling Alternatives: Introduce /w/ > 'w' and 'wh'

Primary Focus of Lesson

Foundational Skills

Students will read and sort words spelled with /w/ > 'w' and 'wh.'

Reading

Students will read "The Soccer Game" with purpose and understanding, will answer written short-answer questions about the story, and will answer oral literal, inferential, and evaluative questions about key details in the text.

Language (Spelling)

Students will read and spell words with /n/ > 'n,' 'nn,' 'kn,' and the Tricky Word why.

Formative Assessment

Observation: Spelling Alternatives /w/ > 'w' and 'wh'

Observation: Anecdotal Reading Record "The Soccer Game" (Group 1)

Activity Page 16.1: Story Questions "The Soccer Game"

Observation: Discussion Questions "The Soccer Game"

Lesson 17 Review and Practice: Tricky Words and Spelling Alternatives

Primary Focus of Lesson

Foundational Skills

Students will read previously taught Tricky Words and will use Tricky Words in oral sentences.

Students will write the sound/spellings, including spelling alternatives, for eight consonant sounds.

Reading

Students will read "Supper" with purpose and understanding, will answer written short-answer questions about the story, and will answer oral literal and inferential questions about key details in the text.

Formative Assessment

Exit Pass: Spelling Alternatives

Observation: Anecdotal Reading Record "Supper"

Activity Page 17.1: Story Questions "Supper"

Observation: Discussion Questions "Supper"

Lesson 18 Spelling Alternatives: Introduce /ng/ > 'ng' and 'n'

Primary Focus of Lesson

Foundational Skills

Students will identify the spellings for /oo/ > 'oo,' /oo/ > 'oo,' /oi/ > 'oi,' /aw/ > 'aw,' /ou/ > 'ou,' and r-controlled vowel spellings.

Students will decode words with /ng/ > 'ng' and 'n.'

### Reading

Students will read “Grace the Performer” with purpose and understanding; will answer oral literal, inferential, and evaluative questions about key details in the text; and will work in pairs to compare and contrast different parts of the story.

### Formative Assessment

Observation: Anecdotal Reading Record “Grace the Performer” (Group 1)

Observation: Discussion Questions “Grace the Performer”

### Lesson 19 Tricky Spelling: Introduce ‘n’ > /n/ and /ng/

#### Primary Focus of Lesson

#### Language (Grammar)

Students will expand short phrases into sentences with adjectives and prepositions, and will use adjectives and prepositions to produce simple written sentences.

#### Foundational Skills

Students will decode words with tricky spelling ‘n’ > /n/ and /ng/.

### Reading

Students will reread “Grace the Performer,” will answer written short-answer questions about the story, and will write an opinion piece based on details from the text.

### Formative Assessment

Activity Page 19.1: Tricky Spelling ‘n’ > /n/ and /ng/

Observation: Anecdotal Reading Record “Grace the Performer” (Group 2)

Activity Page 19.2: Story Questions “Grace the Performer”

### Lesson 20 Review and Practice: Spelling Assessment and Pronouns

#### Primary Focus of Lesson

#### Language (Spelling)

Students will spell words with /n/ > ‘kn,’ ‘nn,’ and ‘n,’ and the Tricky Word why.

#### Language (Grammar)

Students will use the personal pronouns he, she, it, we, they, I, and you in written sentences.

### Reading

Students will read “The Frog Jumping Contest” with purpose and understanding; will answer written short-answer questions about the story; and will answer oral literal and inferential questions about key details in the text.

### Formative Assessment

Activity Page 20.1: Spelling Assessment

Observation: Anecdotal Reading Record “The Frog Jumping Contest”

Activity Page 20.2: Story Questions “The Frog Jumping Contest”

Observation: Sequence Events “The Frog Jumping Contest”

Lesson 21 Grammar: Verb Tense and Root Words

Primary Focus of Lesson

Language (Grammar)

Students will state whether an action took place in the past, present, or future based on the verb tense in oral sentences.

Students will write the inflectional endings –ed and –ing at the end of root words, doubling the final consonant where necessary.

Reading

Students will read “The Spinning Wheel” with purpose and understanding, and will answer written short-answer questions about key details in the text.

Formative Assessment

Activity Page 21.1: Root Words and Endings –ed and –ing

Observation: Anecdotal Reading Record “The Spinning Wheel” (Group 1)

Activity Page 21.2: Story Questions “The Spinning Wheel”

Lesson 22 Review and Practice: Pronouns and Vowel Digraphs

Primary Focus of Lesson

Language (Grammar)

Students will pair pronouns with appropriate nouns, and will use pronouns in oral sentences.

Foundational Skills

Students will spell dictated words featuring vowel digraphs.

Reading

Students will read “Buster the Pig” with purpose and understanding; and will answer written short-answer questions about the story.

Formative Assessment

Exit Pass: Dictation Vowel Digraphs

Observation: Anecdotal Reading Record “Buster the Pig” (Group 2)

Activity Page 22.1: Story Questions “Buster the Pig”

Activity Page 22.1: Story Questions “Buster the Pig”

Lesson 23 Review and Practice: End-of-Unit Review

Primary Focus of Lesson

Foundational Skills

Students will segment and blend two-syllable words with up to seven phonemes.



Reading

Students will read “Whisper” with purpose and understanding; will answer written short-answer questions about the story; and will answer literal and inferential questions about the text.

Formative Assessment

Observation: Anecdotal Reading Record “Whisper” (Group 1)

Activity Page 23.3: Story Questions “Whisper”

Observation: Discussion Questions “Whisper”

Lesson 24 Unit Assessment: Word Recognition

Primary Focus of Lesson

Foundational Skills

Students will read and identify dictated words from a list of words with similar spellings.

Reading

Students will read “The Harvest” with purpose and understanding, and will answer written short-answer questions about key details in the text.

Formative Assessment

Activity Page 24.1: Word Recognition Assessment

Observation: Anecdotal Reading Record “The Harvest” (Group 2)

Activity Page 24.2: Story Questions “The Harvest”

Lesson 25 Unit Assessment: Reading Comprehension

Primary Focus of Lesson

Reading

Students will read “The Prince Gets a Pet” and will answer multiple-choice comprehension questions about key details in the story.

Students will read “The Harvest Marvel” with purpose and understanding, and will answer written short-answer questions about key details in the text.

Formative Assessment

Activity Page 25.2: Reading Comprehension Assessment “The Prince Gets a Pet”

Observation: Anecdotal Reading Record “The Harvest Marvel” (Group 1)

Activity Page 25.3: Story Questions “The Harvest Marvel”

## **Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit 1 - Lessons 1-15*

### **Learners Reading and Writing Below Grade Level**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

### **ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

### **Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

### **504:**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

## **Integration of 21st Century Skills**

### **Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

## **Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

## **Interdisciplinary Connections**

### Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

### Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

### Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPI.6: Explain what government is and its function.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

- 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
- • 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- • 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- • 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
- 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

Science:

- 4-ESS3-1 Over time, people's needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

**List of Core Instructional and Supplemental Materials**

**Core Materials:**

- Amplify CKLA
- Knowledge/Skills

**Supplemental Materials**

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus
- 

**Mandates**

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## Unit Summary

Students are introduced to early exploration of the American West and learn about key figures such as Daniel Boone, Lewis and Clark, and Sacagawea. They learn how colonists spread westward, including their struggles and successes and their interactions with native peoples.

## Unit Goals:

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Identify important information and sequence events in a text
- Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph
- Domain Assessment

## Essential Questions:

- Can I identify the main topic and retell key details of a text?
- How do I describe the connection between two individuals, events, ideas, or pieces of information in a text?
- Can I write informative/explanatory texts in which I name a topic, supply some facts about the topic, and provide some sense of closure?
- With guidance and support from adults, can I recall information from experiences or gather information from provided sources to answer a question?
- Can I identify real-life connections between words and their use (e.g., note places at home that are cozy)?

## Enduring Understandings:

- The American frontier, explorers, and important events all pave the way for westward expansion of the United States.
- The Appalachian Mountains were difficult to traverse and acted as a barrier to colonists who wanted to settle farther west.
- Daniel Boone, the Louisiana Purchase, Lewis and Clark’s expeditions, and the role of Native Americans are all key to understanding what led to westward expansion.

## NJSLS:

### **Knowledge**

#### Lesson 1:

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing,

speaking, reading, or listening.

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

Lesson 2:

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Lesson 3:

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

Lesson 4:

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

Lesson 5:

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Lesson 6:

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

Lesson 7:

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

Lesson 8:

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

Lesson 9:



SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Lesson 10:

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

Lesson 11:

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information

## **NJSLS Skills Unit 7**

Lesson 1

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

Lesson 2

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

Lesson 3

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 4

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 5

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 6

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in

L.WF.K.1).

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

Lesson 7

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 8

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 9

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

#### Lesson 10

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

#### Lesson 11

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

#### Lesson 12

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

#### Lesson 13

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

#### Lesson 14

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

#### Lesson 15

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

Lesson 16

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

Lesson 17

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

Lesson 18

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in

L.WF.K.1).

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

Lesson 19

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

Lesson 20

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

Lesson 21

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

**Assessment:**

Formative

- Exit Ticket
- Activity Pages
- Checks for Understanding
- Summative Assessment - End of Unit Assessment
- Benchmark Assessment - DIBELS, STAR Reading

## **Lesson 1: Daniel Boone and the Opening of the West**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will put historical topics about North America in sequential order.

#### Reading

Students will describe Daniel Boone and the Appalachian Mountains.

#### Language

Students will demonstrate understanding of the Tier 2 word barrier.

#### Reading

Students will describe why the Appalachian Mountains were a barrier for settlers.

#### Formative Assessment

Activity Page 1.1: Appalachian Mountains Students will identify the Appalachian Mountains on a map and describe why they were a barrier for settlers.

Core Vocabulary: barrier, claimed, frontier, settlements, woodsmen

Read Aloud: Daniel Boone and the Opening of the West

## **Lesson 2: Crossing the Appalachian Mountains**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will describe the challenges of crossing the Appalachian Mountains.

#### Reading

Students will describe Daniel Boone's adventures as a trailblazer.

#### Language

Students will demonstrate understanding of the Tier 3 word pioneers.

#### Writing

With assistance, students will use a graphic organizer to analyze the actions of Daniel Boone.



Formative Assessment

Activity Page 2.1: Somebody Wanted But So Then Students will analyze the actions of Daniel Boone.

Core Vocabulary: passes, pioneers, trailblazer, wilderness

Read Aloud: Crossing the Appalachian Mountains

**Lesson 3: Jefferson and Monroe**

Primary Focus of the Lesson:

Speaking and Listening

Students will identify geographic features of the United States.

Reading

Students will explain why Thomas Jefferson wanted to buy the city of New Orleans.

Language

Students will demonstrate understanding of the Tier 2 word mouth.

Students will identify and use different types of sentences.

Formative Assessment

Activity Page 3.1: Land Features Students will identify the Mississippi River, the Rocky Mountains, and land in between on a map and describe them.

Core Vocabulary: loyal, mouth

Read Aloud: Jefferson and Monroe

**Lesson 4: The Louisiana Purchase**

Primary Focus of the Lesson:

Speaking and Listening

Students will review the importance of the Mississippi River to the United States.

Reading

Students will explain the significance of the Louisiana Territory and the Louisiana Purchase.

Language

Students will demonstrate understanding of the Tier 2 word purchase.

Writing

Students will write sentences about the Louisiana Purchase.

Formative Assessment

Activity Page 4.1: Louisiana Purchase Students will put together puzzle pieces of the Louisiana Purchase and write sentences about it.

Core Vocabulary: purchase, territory

Read Aloud: The Louisiana Purchase

**Lesson 5: Lewis and Clark**

Primary Focus of the Lesson:

Speaking and Listening

Students will review events leading up to the Louisiana Purchase.

Reading

Students will explain the reasons that Lewis and Clark went on their expedition.

Language

Students will demonstrate understanding of the Tier 2 word brave.

Students will demonstrate understanding of the Tier 3 word route.

Formative Assessment

Map with Route Students will draw a map of their route to school and write about the things they see on their route to school.

Standards

Core Vocabulary: brave

Read Aloud: Lewis and Clark

**Lesson 6: Lewis and Clark : The Journey Begins**

Primary Focus of the Lesson:

Primary Focus of Lesson

Speaking and Listening

Students will identify what Lewis and Clark's three tasks were.

Reading

Students will describe the beginning of Lewis and Clark's expedition.

Language

Students will demonstrate understanding of the Tier 3 word expedition.

Reading

Students will act out Lewis and Clark’s final preparations and the day they set out for their expedition.

Formative Assessment

Exit Pass: Important Skills Students will identify skills that Lewis and Clark thought would be important for members of the Corps of Discovery to have for this expedition.

Core Vocabulary: communicate, corps, diary, expedition

Read Aloud: Lewis and Clark: The Journey Begins

### **Lesson 7: Discovery and Danger on the Prairie**

Primary Focus of the Lesson:

Speaking and Listening

Students will explain how Lewis and Clark prepared for their expedition.

Reading

Students will describe Lewis and Clark’s encounters with Native Americans.

Language

Students will demonstrate understanding of the Tier 2 word honored.

Reading

With assistance, students will record information about the tasks Lewis and Clark have accomplished.

Formative Assessment

Activity Page 7.1: Three Tasks Students will use a graphic organizer to record information about the tasks Lewis and Clark have accomplished so far.

Core Vocabulary: guided, honored, prairie

Read Aloud: Discovery and Danger on the Prairie

### **Lesson 8: Sacagawea**

Primary Focus of the Lesson:

Speaking and Listening

Students will review the tasks Lewis and Clark have accomplished so far.

Reading

Students will describe how Sacagawea came to be part of Lewis and Clark’s expedition.

Language

Students will demonstrate understanding of the Tier 2 word protection.

## Reading

With assistance, students will record information about the tasks Lewis and Clark have accomplished.

## Formative Assessment

Activity Page 7.1: Three Tasks Students will use a graphic organizer to record information about the tasks Lewis and Clark have accomplished so far.

Core Vocabulary: permanent, plunged, protection, translate

Read Aloud: Sacagawea

## **Lesson 9: Red Cedars and Grizzly Bears**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review the tasks Lewis and Clark have accomplished so far.

#### Reading

Students will describe additional things Lewis and Clark encountered related to the tasks they were asked to accomplish.

#### Language

Students will demonstrate understanding of the Tier 2 word record.

#### Reading

With assistance, students will record information about the tasks Lewis and Clark have accomplished.

## Formative Assessment

Activity Page 7.1: Three Tasks Students will use a graphic organizer to record information about the tasks Lewis and Clark have accomplished so far.

Core Vocabulary: overturned , record

Read Aloud: Red Cedars and Grizzly Bears

## **Lesson 10: Rivers and Mountains**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review the tasks Lewis and Clark have accomplished so far.

#### Reading

Students will explain why Lewis and Clark were unable to accomplish the last task.

## Language

Students will demonstrate understanding of the Tier 2 word dull.

## Reading

With assistance, students will record information about the tasks Lewis and Clark have accomplished.

## Formative Assessment

Activity Page 7.1: Three Tasks Students will use a graphic organizer to record information about the tasks Lewis and Clark have accomplished so far.

Core Vocabulary: confidently, dull, waterfall

Read Aloud: Rivers and Mountains

## **Lesson 11: To the Pacific and Back**

### Primary Focus of the Lesson:

#### Speaking and Listening

Students will review the tasks Lewis and Clark accomplished on their expedition.

#### Reading

Students will describe the end of Lewis and Clark's expedition.

#### Language

Students will demonstrate understanding of the Tier 2 word contentment.

#### Writing

With assistance, students will summarize Lewis and Clark's expedition.

#### Formative Assessment

Lewis and Clark Paragraph Students will write a short paragraph summarizing Lewis and Clark's expedition.

Core Vocabulary: canyons, communities, contentment, current

Read Aloud: To the Pacific and Back

### **Domain Assessment:**

#### Domain Assessment:

This domain assessment evaluates each student's retention of the domain and academic vocabulary words and the core content targeted in Frontier Explorers. The results should guide review and remediation the following days.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the

assessment address the core content targeted in Frontier Explorers.

## First Grade Skills Unit 7 Lessons 1-21

Lesson 1 Spelling Alternatives: Introduce /ae/ > ‘ai’ and ‘ay’

Primary Focus of Lesson

Foundational Skills

Students will decode words with /ae/ > ‘ai’ and ‘ay.’

Language (Spelling)

Students will read and write the Tricky Word by and words with /ae/ > ‘a\_e,’ /n/ > ‘kn,’ /ng/ > ‘n,’ /ch/ > ‘tch,’ /r/ > ‘wr,’ and /a/ > ‘a.’

Formative Assessment

Observation: Spelling Alternatives /ae/ > ‘ai,’ ‘ay’

Activity Page 1.1: Spelling Alternatives /ae/ > ‘ai,’ ‘ay’

Lesson 2 Spelling Alternatives: Practice /ae/ > ‘ai’ and ‘ay’

Primary Focus of Lesson

Foundational Skills

Students will decode words with /ae/ > ‘ai’ and ‘ay’.

Reading

Students will read “Martez, Martez, Martez” with purpose and understanding and will answer oral literal and inferential questions about key details in the story.

Formative Assessment

Observation: Spelling Alternatives /ae/ > ‘ai,’ ‘ay’

Activity Page 2.1: Word Sort /ae/ > ‘ai,’ ‘ay’

Observation: Discussion Questions “Martez, Martez, Martez”

Lesson 3 Grammar: Plural Nouns and Noun-Verb Agreement

Primary Focus of Lesson

Language (Grammar)

Students will distinguish common from proper nouns in oral sentences.

Students will form plural nouns by adding ‘s’ > /s/, ‘s’ > /z/, and ‘es’ > /ez/ to the end of singular nouns and will match plural nouns with verbs in sentences.

Reading

Students will read “Martez, Martez, Martez” with purpose and understanding and will answer written questions about key details in the story.

Formative Assessment

Exit Pass: Noun and Verb Identification

Observation: Anecdotal Reading Record “Martez, Martez, Martez”

Activity Page 3.1: Story Questions “Martez, Martez, Martez”

Lesson 4 Grammar: Conjunctions and Noun-Verb Agreement

Primary Focus of Lesson

Language (Grammar)

Students will revise and expand oral sentences using the decodable conjunctions and, but, so, and or. Students will distinguish between singular and plural nouns and will match the correct verb form with singular and plural nouns in oral sentences.

Reading

Students will read “Dinner with Kay” with purpose and understanding and will answer written multiple-choice and short-answer questions about key details in the story.

Formative Assessment

Exit Pass: Noun-Verb Agreement

Observation: Anecdotal Reading Record “Dinner with Kay”

Activity Page 4.1: Story Questions “Dinner with Kay”

Lesson 5 Review and Practice: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will write the Tricky Word by and words with /ae/ > ‘a\_e,’ /n/ > ‘kn,’ /ch/ > ‘tch,’ /r/ > ‘wr,’ and /a/ > ‘a.’

Foundational Skills

Students will decode words with /ae/ > ‘ai’ and ‘ay,’ and words with the r-controlled vowel sounds /er/, /ar/, and /or/.

Reading

Students will read “The Red Dish” with purpose and understanding, and will answer oral literal, inferential, and evaluative questions about key details in the story.

Formative Assessment

Activity Page 5.1: Spelling Test

Activity Page 5.2, 5.3: Match the Pictures /ae/ > ‘ai,’ ‘ay’

Observation: Anecdotal Reading Record “The Red Dish”

Observation: Discussion Questions “The Red Dish”

Lesson 6 Grammar: Noun-Verb Agreement

Primary Focus of Lesson

Language (Grammar)

Students will distinguish between singular and plural nouns, and will match the correct verb form with

singular and plural nouns in oral sentences.

#### Reading

Students will read “The Red Dish” with purpose and understanding, and will answer written multiple-choice and short-answer questions about key details in the story.

#### Language (Spelling)

Students will correctly spell the Tricky Word your and words with /ae/ > ‘a\_e,’ /ae/ > ‘ai,’ and /ae/ > ‘ay.’

#### Formative Assessment

Observation: Anecdotal Reading Record “The Red Dish”

Activity Page 6.1: Story Questions “The Red Dish”

### Lesson 7 Grammar: Commas in a Series

#### Primary Focus of Lesson

#### Foundational Skills

Students will orally segment and blend two-syllable words into syllables and sounds and will provide the spelling for the segmented words.

#### Language (Grammar)

Students will use commas to separate single words in a series and will insert commas between words in printed sentences.

#### Reading

Students will read “In the Mail” with purpose and understanding and will answer oral literal, inferential, and evaluative questions about key details in the story.

#### Formative Assessment

Activity Page 7.1: Commas in a Series

Observation: Anecdotal Reading Record “In the Mail”

Activity Page 7.2: Story Questions “In the Mail”

Observation: Discussion Questions “In the Mail”

### Lesson 8 Grammar: Root Words with Inflectional Endings

#### Primary Focus of Lesson

#### Language

Students will revise and expand oral sentences using the decodable conjunctions and, but, or, and so.

Students will add the inflectional endings –ed and –ing to root words and will learn to double the final consonant in words with short vowel sounds when adding inflectional endings.

#### Reading

Students will read “The Holiday” with purpose and understanding, will answer oral literal and inferential questions about key details in the story, and will work together in small groups to summarize the story.



Formative Assessment

Activity Page 8.1: Root Words and Endings –ed and –ing

Observation: Anecdotal Reading Record “The Holiday”

Activity Page 8.2: Story Questions “The Holiday”

Lesson 9 Review and Practice: Tricky Words and Punctuation

Primary Focus of Lesson

Foundational Skills

Students will read previously taught Tricky Words; will construct a story with sentences using the Tricky Words; and will identify instances where a Tricky Word has been misused and replace it with the correct word.

Language (Grammar)

Students will read sentences that are missing end punctuation; will determine the appropriate punctuation mark (period, question mark, or exclamation point); and will capitalize words at the beginning of sentences. Students will read sentences containing a series of words and will separate the words in the series with commas.

Reading

Students will read “Better than the Best” with purpose and understanding; will answer oral literal questions about key details in the story; and will describe the character Kay’s feelings using evidence from the text.

Formative Assessment

Observation: Anecdotal Reading Record “Better than the Best”

Observation: Discussion Questions “Better than the Best”

Lesson 10 Review and Practice: Spelling Assessment

Primary Focus of Lesson

Language

Students will correctly spell the Tricky Word your and words with /ae/ > ‘ay,’ /ae/ > ‘a\_e,’ and /ae/ > ‘ai.’ Students will fix sentences with missing punctuation by adding periods, exclamation points, question marks, and commas in the appropriate places.

Reading

Students will read “The Long Cab Ride” with purpose and understanding and will answer oral literal and inferential questions about key details in the story.

Formative Assessment

Activity Page 10.1: Spelling Test

Activity Page 10.2: Punctuation Practice

Observation: Anecdotal Reading Record “The Long Cab Ride”

Observation: Discussion Questions “The Long Cab Ride”

Lesson 11 Spelling Alternatives: Introduce /oe/ > ‘oa’

Primary Focus of Lesson

Foundational Skills

Students will decode words with /oe/ > ‘o\_e’ and ‘oa’ and will sort different words based on their spelling features.

Reading

Students will read “The Long Cab Ride” with purpose and understanding; will answer written literal questions about key events in the story; and will write a short opinion citing evidence from the text.

Language (Spelling)

Students will read and write the Tricky Word who and words with /ae/ > ‘a\_e,’ ‘ai,’ and ‘ay.’

Formative Assessment

Observation: Spelling Alternatives /oe/ > ‘o\_e,’ ‘oa’

Observation: Anecdotal Reading Record “The Long Cab Ride”

Exit Pass: Quick Write Opinion

Lesson 12 Review and Practice: Conjunctions and Long Vowel Spellings

Primary Focus of Lesson

Language (Grammar)

Students will revise and expand oral sentences using the decodable conjunctions and, but, so, and or.

Foundational Skills

Students will decode words with /ae/ > ‘ai,’ /ae/ > ‘ay,’ and /oe/ > ‘oa’ and use the words to complete sentences.

Reading

Students will read “The Vote” with purpose and understanding; will answer written literal and inferential questions about key events in the story; will write a short opinion citing evidence from the text; and will compare and contrast the behavior of different characters in the text.

Formative Assessment

Activity Page 12.1, 12.2: Word Box /ae/ and /oe/

Lesson 13 Writing: Introduce Instructional Writing

Primary Focus of Lesson

Reading

Students will read “Mister Gomez” with purpose and understanding; will answer written questions about the story; and will answer oral literal and inferential questions about key events in the story.

Writing

Students will be introduced to the elements of clear instructional writing by listening to example instructions for drawing two pictures and by identifying which examples are clear instructions.

Formative Assessment

Activity Page 13.1: Story Questions “Mister Gomez”

Lesson 14 Instructional Writing: Sequencing Steps

Primary Focus of Lesson

Reading

Students will read “A House in the Clouds” with purpose and understanding; will answer oral literal and inferential questions about key events in the story; and will compare and contrast the experiences of different sets of characters in the story.

Writing

Students will be introduced to the principle of sequencing in instructional writing by examining examples of poor instructional sequencing and then revising the instructions, placing them in logical order.

Formative Assessment

Observation: Anecdotal Reading Record “A House in the Clouds”

Observation: Discussion Questions “A House in the Clouds”

Activity Page 1.1: Instructional Writing Sequencing Steps

Lesson 15 Review and Practice: Spelling Assessment

Primary Focus of Lesson

Language (Spelling)

Students will correctly spell the Tricky Word who and words with /ae/ > ‘ay,’ /ae/ > ‘a\_e,’ /ae/ > ‘ai,’ /er/ > ‘er,’ and /or/ > ‘or.’

Reading

Students will read “A House in the Clouds” with purpose and understanding; will answer written questions about key events in the story; and will write an opinion based on the events in the story.

Writing

Students will work together to plan sets of instructions for washing hands and drawing a flower and will review the steps of the writing process.

Formative Assessment

Activity Page 15.1: Spelling Test

Observation: Anecdotal Reading Record “A House in the Clouds”

Activity Page 15.2: Opinion Writing “A House in the Clouds”

Lesson 16 Instructional Writing: Planning and Drafting

Primary Focus of Lesson

Reading

Students will read “The Market” with purpose and understanding; will answer oral literal, inferential, and evaluative questions about key events in the story; and will write an opinion citing evidence from the story.

### Writing

Students will review the steps for writing instructions in logical order and will use a template to draft a set of instructions for brushing teeth.

### Formative Assessment

Observation: Anecdotal Reading Record “The Market”

Activity Page 16.1: Story Questions “The Market”

Activity Page 16.2, 16.3: Instructional Writing Planning and Drafting

## Lesson 17 Instructional Writing: Editing and Publishing

### Primary Focus of Lesson

#### Reading

Students will decode multisyllable words with /ae/ > ‘ai’ and ‘ay.’

Students will read “A Rainforest Ride” with purpose and understanding and will answer oral literal questions about key events in the story.

#### Writing

Students will use an editing checklist to edit a partner’s planning and drafting templates from the previous lesson and will provide the partner with suggestions for improving the draft.

Students will write final copies of their instructional drafts from the previous lesson, incorporating peer edits.

### Formative Assessment

Observation: Anecdotal Reading Record “A Rainforest Ride”

Observation: Discussion Questions “A Rainforest Ride”

Instructional Writing: Editing and Publishing Final Copies

## Lesson 18 Grammar Review: Conjunctions and Punctuation

### Primary Focus of Lesson

#### Language

Students will revise and expand oral sentences using the decodable conjunctions and, but, so, and or.

Students will punctuate sentences, adding periods, exclamation points, question marks, and commas in the appropriate places.

#### Reading

Students will decode multisyllable words with /ae/ > ‘ai’ and ‘ay’.

Students will read “A Rainforest Ride” with purpose and understanding and will answer oral literal questions about key events in the story.

### Formative Assessment

Activity Page 18.1: Punctuation Practice

Observation: Anecdotal Reading Record “A Rainforest Ride”

Activity Page 18.2: Story Questions “A Rainforest Ride”

**Lesson 19 Silent Reading Comprehension: End-of-Year Assessment**

**Primary Focus of Lesson**

**Reading**

Students will be assessed on their ability to read a text and comprehend what they are reading.

Students will silently read the story “Shark and Wee Fish” and answer multiple-choice literal, inferential, and evaluative questions concerning key events in the story.

Students will read “The Dive” with purpose and understanding; will answer written literal questions about key events in the story; and will write an opinion based on events in the story.

**Lesson 20 Fluency: End-of-Year Assessment**

**Primary Focus of Lesson**

**Reading**

Students will read “Shark and Wee Fish” aloud with accuracy, appropriate rate, and expression, and will answer literal, inferential, and evaluative questions about the story.

Students will read “At the Airport” with purpose and understanding and will answer multiple-choice and short-answer questions about key events in the story.

**Lesson 21 Word Reading in Isolation: End-of-Year Assessment**

**Primary Focus of Lesson**

**Foundational Skills**

Students will read individual words in isolation that feature closed syllables, magic ‘e’ syllables, vowel digraph syllables, and r-controlled syllables.

**Integrated Accommodations and Modifications (Support/SE/ELL/G&T/504)**

*\*See CKLA Teachers Guide Supports & Challenge for Unit*

**Learners Reading and Writing Below Grade Level**

- Prepare sentence frames

- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

**Special Education - in addition to specific items outlined in individual student's IEP plan**

- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits
- Additional time
- Visually modified materials

**ELL**

- Support language needs using visuals
- Support language needs using prepared vocabulary following sheltered English principles of providing access to academic vocabulary
- Prepare sentence frames
- Prepare sentence frames for introduction and conclusion sentences only as needed
- Prepare short answer questions
- Prepare advance graphic organizers
- Draw pictures
- Prepare advance quotes from text that demonstrate character traits

**Gifted and Talented**

- Extend writing according to personal memory
- Extend writing by utilizing a different perspective

**504:**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Seating in the front of the class
- Assignments in electronic format

**Integration of 21st Century Skills**

**Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

### **Integration of Technology Skills**

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### **Interdisciplinary Connections**

#### Arts / Music / Visual and Performing Arts

- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

#### Health/P.E.

- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

#### Social Studies:

- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place
- 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.
- 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources
- that contribute to favorable economic conditions.

#### Science:

- 4-ESS3-1 Over time, people’s needs and wants change, as do their demands for new and improved technologies.
- Climate Change-2.1.5.CHSS.2: Describe how business, non-profit organizations and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

### **List of Core Instructional and Supplemental Materials**

#### **Core Materials:**

- Amplify CKLA
- Knowledge/Skills

### **Supplemental Materials**

- CKLA Boost Program
- Renaissance Freckle
- EPIC Reading
- Readworks
- RAZ Kids Plus

### **Mandates**

**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

## **Pacing Guide**



<b><u>Knowledge Unit Name</u></b>	<b><u>Duration (Days)</u></b>	<b><u>MP</u></b>
Unit 1 Fables & Stories	10 days	1
Unit 2 The Human Body	10 days	1
Unit 3 Different Lands, Similar Stories	9 days	1/2
Unit 4 Early World Civilizations	16 days	2
Unit 5 Early American Civilizations	11 days	2
Unit 6 Astronomy	9 days	2/3
Unit 7 The History of the Earth	8 days	3
Unit 8 Animals & Habitats	9 days	3
Unit 9 Fairy Tales	9 days	3/4
Unit 10 A New Nation: American Independence	12 days	4
Unit 11 Frontier Explorers	11 days	4