

Califon Public School
English Language Arts Curriculum



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| Subject: Reading | Grade: 1 | Unit #: 1 | Pacing: 4 weeks |
| Unit Title: Becoming a Reader (Personal Narrative) | | | |

OVERVIEW OF UNIT:

This unit is designed as an introduction first grade to reading workshop. Students will learn procedures for participating in their new classroom community, reading independently, and working with partners. We will explore “good readers have good habits”. They will analyze habits of good readers, and begin to demonstrate those same habits which include reading independently and silently, actively thinking as a reader by recording thoughts using post-its, as well as staying focused and building stamina. Students will develop habits for reading and talking about books with partners that may include how to sit, taking turns, reading together and retelling. The students will be giving the Words Their Way primary spelling inventory. We will also create individual word walls for students to access throughout the year as their high-frequency word vocabulary.

| Unit References | |
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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none">➤ Establish routines, procedures, and expectations for reading time in second grade➤ Identify strategies for staying focused and building stamina➤ Identify ways to read and talk about books with partners➤ Readers are always thinking- before, during, and after the book.➤ Readers will learn print strategies. ➤ Readers will explore characters, settings, and problem | <ul style="list-style-type: none">➤ How do readers think about before, during, and after reading?➤ What can partners talk about to grow ideas about their reading?➤ How do readers push themselves to read more?➤ What do readers think while they read?➤ How do readers share books?➤ How do readers make sense of the words on a page?➤ How do characters solve problems? |

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| Objectives |
| <ul style="list-style-type: none">● Students will be able to think about before, during, and after reading.● Students will be able to think while they read. |
| Assessment |
| Formative Assessment: <ul style="list-style-type: none">● Guided Reading● Running Records● Reading Response Notebook● Teacher Observation Summative Assessment: <ul style="list-style-type: none">● Spelling Assessment● Projects Benchmark: <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT Alternative: <ul style="list-style-type: none">● Razkids, Headsprout |
| Key Vocabulary |
| Characters, Setting, Stop and Jot, stamina, Problem, Solution |
| Resources & Materials |
| Reading With Meaning by Debbie Miller The Art of Teaching Reading by Lucy M. Calkins Fountas and Pinnel Words Their Way |

Words Their Way Spelling Inventory

Above-Level Novels:

- The Night Before Kindergarten

On-Level Novels:

- Please Take Jake

Below-Level Novels:

- At the Beach

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will read a historical fiction story about Martin Luther King’s life and create a character trait’s chart depicting who Martin Luther King is. (AS)

Resources:

- Teacher Vision Cross Curricular Theme Map
-<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|------------|---|
| 6.1.4.A.10 | Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. |
| 6.1.4.D.11 | Determine how local and state communities have changed over time, and explain the reasons for changes. |

21st Century Life Skills

Activities:

- The learner will be able to explain how decoding strategies and comprehension strategies help readers throughout the reading process.

| Standard | Standard Description |
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| 9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |

| Careers | |
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| Activities: | |
| <ul style="list-style-type: none"> • Students will demonstrate reading concepts and skills using Seesaw on their Chromebook through the use of reflection. • Students will create iMovies depicting reading concepts taught through the use of leveled readings. | |
| Standard | Standard Description |
| CRP11 | Use technology to enhance productivity. |

| Standards | |
|-------------------|--|
| Standard # | Standard Description |
| RL.1.1 | Ask and answer questions about key details in a text. |
| RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| RL.1.3 | Describe characters, settings, and major event(s) in a story, using key details. |
| RL.1.6 | Identify who is telling the story at various points in a text. |
| RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| RF.1.1 | Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. |
| RF.1.2 | Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
| RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. |
| SL.1.1.A-C | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

| Differentiation | | | |
|---|---|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <p>Provide modifications & accommodations as listed in the student’s IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | <p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p> | <p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student’s need</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditorily</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationgu</p> | <p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence,</p> |

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| | | <p>ide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
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Califon Public School
English Language Arts Curriculum



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|--------------------------------------|-----------------|------------------|------------------------|
| Subject: Reading | Grade: 1 | Unit #: 2 | Pacing: 4 weeks |
| Unit Title: Realistic Fiction | | | |

OVERVIEW OF UNIT:

This unit is designed for students to pay close attention to characters as they read. Students will think closely about the characters in their books and the kinds of things they want and the kinds of troubles they have. They will make predictions about their characters based on the behaviors the characters exhibit, discuss their actions and how these relate to their character traits, and talk about the overall journey their characters take by retelling the story. Students can do this by reading a few pages and then stop to think about how the pages they've just read go together. Teach students to retell as they read. Students will also think more closely about characters' traits and feelings. Students will look closely at characters' feelings by tracking the characters' changing emotions. This unit will also help readers to understand we don't just learn about our characters—that in fact authors often write about characters to help us learn about the world and even ourselves. This will lead good readers making connections while reading.

| Unit References | |
|--|---|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none">➤ Strategies readers do to get to know their characters➤ Grow ideas and theories about characters wants and troubles➤ Think more closely about characters' traits and feelings➤ Readers begin to retell as they read, not just after the book➤ We can get to know the characters wants and troubles by | <ul style="list-style-type: none">➤ How do readers think about before, during, and after reading?➤ How do readers think about character traits and their feelings?➤ How do readers find deeper meanings in our books?➤ How do readers get to know their characters wants and troubles? |

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| <p>tracking them through our books.</p> <ul style="list-style-type: none">➤ Characters have feelings in the beginning, middle and end of any book.➤ Readers can talk to their partners to find deeper meaning in their books | |
| Objectives | |
| <ul style="list-style-type: none">● Students will be able to think about before, during, and after reading.● Students will be able to think about character traits and their feelings. | |
| Assessment | |
| <p>Formative Assessment:</p> <ul style="list-style-type: none">● Guided Reading● Running Records● Reading Response Notebook● Teacher Observation <p>Summative Assessment:</p> <ul style="list-style-type: none">● Spelling Assessment● Projects <p>Benchmark:</p> <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT <p>Alternative:</p> | |

- Razkids, Headsprout

Key Vocabulary

Characters, Setting, Stop and Jot, stamina, plot, character traits, problem, solution

Resources & Materials

Reading With Meaning by Debbie Miller
The Art of Teaching Reading by Lucy M. Calkins
Fountas and Pinnel
Words Their Way
Words Their Way Spelling Inventory

Above-Level Novels:

- Junie B Jones series

On-Level Novels:

- Quick as a Cricket

Below-Level Novels:

- Clean up Time

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks

- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will read realistic fiction stories on the Civil Rights movement and analyze how the character was impacted. (AS)

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|------------|---|
| 6.1.4.A.10 | Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. |
| 6.1.4.D.11 | Determine how local and state communities have changed over time, and explain the reasons for changes. |

| 21 st Century Life Skills | |
|--|---|
| Activities: <ul style="list-style-type: none"> The learner will share ways in how their community and school differs from how a community and school functioned during segregation. (AS) | |
| Standard | Standard Description |
| 9.2.4.A.2 | Identify various life roles and civic and work-related activities in the school, home, and community. |

| Careers | |
|---|---|
| Activities: <ul style="list-style-type: none"> Students will demonstrate reading concepts and skills using Seesaw on their Chromebook through the use of reflection. Students will create iMovies depicting reading concepts taught through the use of leveled readings. | |
| Standard | Standard Description |
| CRP11 | Use technology to enhance productivity. |

| Standards | |
|------------|--|
| Standard # | Standard Description |
| RL.1.1 | Ask and answer questions about key details in a text. |
| RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| RL.1.3 | Describe characters, settings, and major event(s) in a story, using key details. |
| RL.1.5 | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| RL.1.6 | Identify who is telling the story at various points in a text. |
| RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| RL.1.9 | Compare and contrast the adventures and experiences of characters in stories. |
| RF.1.1 | Demonstrate mastery of the organization and basic features of print |
| 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. |

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|----------------|---|
| RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. |
| SL.1.1 .A-C | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| L.1.4 A-C | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
| L.1.5 | With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. |

| Differentiation | | | |
|---|--|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| Provide modifications & accommodations as listed in the student’s IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks Reduce length of assignment for different mode of delivery Increase one-to-one time Prioritize tasks | Provide text-to-speech Use of translation dictionary or software Provide graphic organizers NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student’s need</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> | <p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> |

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| <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | | <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
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**Califon Public School
English Language Arts Curriculum**



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|-------------------------------|-----------------|-----------------|------------------------|
| Subject: Reading | Grade: 1 | Unit # 3 | Pacing: 4 weeks |
| Unit Title: Nonfiction | | | |

OVERVIEW OF UNIT:

This unit is designed to teach first graders the strategies of nonfiction reading while exploring Native American tribes within the regions of the United States. The learner will conduct close readings while learning how the tribes adapted to the region where they settled in.

| Unit References | |
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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none">➤ Strategies for reading to learn➤ Strategies for accumulating information➤ Strategies for dealing with nonfiction difficulty➤ There are many ways readers read nonfiction to become smarter about our world.➤ Readers do not just use text only to accumulate information, but they use pictures, ask questions, talk to their partners and use post-its.➤ Readers use all their strategies for tricky words for fiction reading during their nonfiction reading; including figuring it out with our partners➤ There are ways readers read books across a topic to understand their subject or compare and contrast. | <p>How do nonfiction readers read to become smarter about our world?</p> <p>How do nonfiction readers accumulate information by seeing more than just the text on the page?</p> <p>How do nonfiction readers tackle tricky words in their books?</p> <p>How do nonfiction readers read more than one book about a topic to compare and contrast?</p> |
| Objectives | |
| <ul style="list-style-type: none">● Students will be able to accumulate information by seeing more than just the text on the page. | |

- Students will be able to tackle tricky words in their nonfiction books.
- Students will be able to compare and contrast a topic using more than one source.

Assessment

Formative Assessment:

- Guided Reading
- Running Records
- Reading Response Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

Key Vocabulary

Stop and jot, subtitles, diagrams, regions, main idea, nonfiction text characteristics, text to world connections, main idea, supporting details

Resources & Materials

Reading With Meaning by Debbie Miller
The Art of Teaching Reading by Lucy M. Calkins
Fountas and Pinnel
Words Their Way
Words Their Way Spelling Inventory

Above-Level Novels:

- The Magic Treehouse series

On-Level Novels:

- Where We Live

Below-Level Novels:

- Big Eggs

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will compare and contrast Native American tribes and how each tribe governed, their customs, and way of life and compare each tribe to how we govern and our way of life.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|-----------|--|
| 6.1.4.D.1 | Determine the impact of European colonization on Native American populations, including the Leni Lenape of New Jersey. |

21st Century Life Skills

Activities:

- The learner will compare the Native Americans way of school, home, community to their own.

| Standard | Standard Description |
|-----------|---|
| 9.2.4.A.2 | Identify various life roles and civic and work-related activities in the school, home, and community. |

Careers

Activities:

| | |
|--|--|
| <ul style="list-style-type: none"> The learner will reflect on the different Native American tribes by communicating thoughts and ideas whether using written, verbal, and/or visual methods. | |
| Standard | Standard Description |
| CRP4. | Communicate clearly and effectively and with reason. |

| Standards | |
|-------------|---|
| Standard # | Standard Description |
| NJSLSA. R1. | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text |
| NJSLSA. R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| RI.1.1. | Ask and answer questions about key details in a text |
| RI.1.2 | Identify the main topic and retell key details of a text |
| RI.1.3. | Describe the connection between two individuals, events, ideas, or pieces of information in a text |
| RI.1.4. | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| RI.1.5. | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text |
| RI.1.6. | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| RI.1.8 | Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. |
| RI.1.9. | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| RI.1.10. | With prompting and support, read informational texts at grade level text complexity or above. |
| RF.1.2.A-D | 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. |
| RF.1.3. A-E | Know and apply grade-level phonics and word analysis skills in decoding words |
| RF.1.4 | Read with sufficient accuracy and fluency to support comprehension |
| SL.1.1.A-C | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |

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|---------|---|
| SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
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| Differentiation | | | |
|---|---|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <p>Provide modifications & accommodations as listed in the student’s IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | <p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p> | <p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student’s need</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers -</p> | <p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence,</p> |

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| | | <p>http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
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**Califon Public School
English Language Arts Curriculum**



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|--|-----------------|------------------|------------------------|
| Subject: Reading | Grade: 1 | Unit #: 4 | Pacing: 4 weeks |
| Unit Title: Fairy Tales and Folktales | | | |

OVERVIEW OF UNIT:

This unit is designed to teach first graders to identify key elements that make up a fairy tale and folktale. In this unit, the learner will explore the theme and message that the author is conveying while sequencing the story into beginning, middle, and end. The students will read multiple versions of a fairy tale or folktale and compare and contrast the different versions. Students will also explore the meaning of text and messages that authors try to convey, even when not stated.

| Unit References | |
|---|---|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ➤ Reading with Voice and Meaning ➤ Tackling New Vocabulary and Tricky Words with Greater Resolve ➤ Understanding the Many Reasons to Reread ➤ Tackling unknown words ➤ Author’s purpose ➤ Readers read with voice and meaning ➤ Readers understand the effectiveness to reread their text | <ul style="list-style-type: none"> ● How can I use my voice to read books so that they sound the way an author intended them to be? ● How do I tackle any new and tricky vocabulary as I read, using clues like other words and what’s happening in the text to make sense of new words? ● How do I understand all the many reasons to reread so that I can get the most out of my books a second, third, and even fourth time reading them? ● How do I sequence the main events into beginning, middle, and end? |
| Objectives | |

- Students will be able to sequence the main events into beginning, middle, and end
- Students will be able to use clues like other words and what’s happening in the text to make sense of new words.
- Students will be able to interpret the author’s message or theme.

Assessment

Formative Assessment:

- Guided Reading
- Running Records
- Reading Response Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

Key Vocabulary

Fairy tales, theme, message, moral, evil and good characters, problem, solution, beginning, middle, end

Resources & Materials

Reading With Meaning by Debbie Miller
The Art of Teaching Reading by Lucy M. Calkins
Fountas and Pinnel

Words Their Way
Words Their Way Spelling Inventory

Above-Level Novels:

- The Magic Treehouse series

On-Level Novels:

- Painting the Trees

Below-Level Novels:

- Phonics books

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will explore the Grand Canyon and locate it on a map after reading the story of Paul Bunyan.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|------------|---|
| 6.1.4.D.12 | The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. |

21st Century Life Skills

Activities:

- The learner will be able to compare the moral of Cinderella to why it is important to treat others the way you would like to be treated in life.

| Standard | Standard Description |
|-----------|---|
| 9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |

| Careers | |
|--|---|
| Activities: | |
| <ul style="list-style-type: none"> The learner will create different solutions for the characters in the readings Cinderella and Rumpelstiltskin. | |
| Standard | Standard Description |
| CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them |

| Standards | |
|----------------|--|
| Standard # | Standard Description |
| NJSLS A.R1. | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| NJSLS A.R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| NJSLS A.R3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| RL.1.1. | Ask and answer questions about key details in a text. |
| RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| RL.1.3. | Describe characters, settings, and major event(s) in a story, using key details. |
| RL.1.5. | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| RL.1.6 | Identify who is telling the story at various points in a text |
| RL.1.9. | Compare and contrast the adventures and experiences of characters in stories. |
| RF.1.2. A-D | 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. |
| RF.1.3. A-E | Know and apply grade-level phonics and word analysis skills in decoding words |
| RF.1.4 | Read with sufficient accuracy and fluency to support comprehension |
| SL.1.1. A-C | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

| | |
|--------|---|
| L.1.5 | With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| L.1.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
| L.1.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

| Differentiation | | | |
|---|--|--|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks Reduce length of assignment for different mode of delivery Increase one-to-one time Prioritize tasks Use graphic organizers Use collaborative grouping strategies such as small groups | Provide text-to-speech Use of translation dictionary or software Provide graphic organizers NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> | <p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences,</p> |

| | | | |
|--|--|--|---|
| <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | | <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
|--|--|--|---|

**Califon Public School
English Language Arts Curriculum**



| | | | |
|--|-----------------|------------------|------------------------|
| Subject: Reading | Grade: 1 | Unit #: 5 | Pacing: 4 weeks |
| Unit Title: Author's Point of View (Fables) | | | |

OVERVIEW OF UNIT:

This unit is designed to teach first graders to identify key elements that make up a fairy tale and fable. In this unit, the learner will explore the theme and message that the author is conveying while sequencing the story into beginning, middle, and end. The students will read multiple versions of a fairy tale or folktale and compare and contrast the different versions. The students will also learn all about the point of view and the importance of the author's point of view when telling a story since stories change depending on who is telling the story.

| Unit References | |
|---|--|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ➤ Reading with Voice and Meaning ➤ Tackling New Vocabulary and Tricky Words with Greater Resolve ➤ Understanding the Many Reasons to Reread ➤ Tackling unknown words ➤ Author's purpose ➤ Readers read with voice and meaning ➤ Readers understand the effectiveness to reread their text | <ul style="list-style-type: none"> ● How do I tackle any new and tricky vocabulary as I read, using clues like other words and what's happening in the text to make sense of these? ● How do I sequence the main events into beginning, middle, and end? ● How do I interpret the author's message or theme? ● Why is the author's point of view important when retelling a story? |
| Objectives | |
| <ul style="list-style-type: none"> ● Students will be able to sequence the main events into beginning, middle, and end. ● Students will be able to interpret the author's message or theme. | |

- Students will be able to retell the story from the author’s point of view.

Assessment

Formative Assessment:

- Guided Reading
- Running Records
- Reading Response Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

Key Vocabulary

Fairy tales, theme, message, moral, evil and good characters, problem, solution, beginning, middle, end

Resources & Materials

Reading With Meaning by Debbie Miller
The Art of Teaching Reading by Lucy M. Calkins
Fountas and Pinnel
Words Their Way
Words Their Way Spelling Inventory

Above-Level Novels:

- The Magic Treehouse series

On-Level Novels:

- Rock Soup

Below-Level Novels:

- The Cat in the Night

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will explore the life cycle of a butterfly when reading the fable; Changing Butterfly as it pertains to the moral of the story.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|----------|---|
| 1-LS1-2 | Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive |

21st Century Life Skills

Activities:

- The learner will be able to compare the moral of The Three Little Pigs to why hard work pays off in life and set three achievable goals to attain by the end of the school year.

| Standard | Standard Description |
|-----------|---|
| 9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |

Careers

Activities:

- The learner will implement google classroom to reflect with classmates on the moral of The Hare and the Tortoise and how it applies to their daily lives.

| Standard | Standard Description |
|----------|---|
| CRP11 | Use technology to enhance productivity. |

| Standards | |
|-------------|--|
| Standard # | Standard Description |
| NJSLS A.R1. | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| NJSLS A.R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| NJSLS A.R3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| RL.1.1. | Ask and answer questions about key details in a text. |
| RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| RL.1.3. | Describe characters, settings, and major event(s) in a story, using key details. |
| RL.1.5. | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| RL.1.6 | Identify who is telling the story at various points in a text |
| RL.1.9. | Compare and contrast the adventures and experiences of characters in stories. |
| RF.1.2. A-D | 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. |
| RF.1.3. A-E | Know and apply grade-level phonics and word analysis skills in decoding words |
| RF.1.4 | Read with sufficient accuracy and fluency to support comprehension |
| SL.1.1. A-C | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

| Differentiation | | | |
|---|---|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| <p>Provide modifications & accommodations as listed in the student's IEP</p> <p>Position student near helping peer or have quick access to teacher</p> <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | <p>Provide text-to-speech</p> <p>Use of translation dictionary or software</p> <p>Provide graphic organizers</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cces/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p> | <p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-inter</p> | <p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> |

Version Update: July 2022

| | | | |
|--|--|---|--|
| | | vention/effective-rti-strategies-for-teachers/ Interventional Central - http://www.interventioncentral.org/ | NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm |
|--|--|---|--|

**Califon Public School
English Language Arts Curriculum**



| | | | |
|--|-----------------|------------------|------------------------|
| Subject: Reading | Grade: 1 | Unit #: 6 | Pacing: 4 weeks |
| Unit Title: Research Unit- Famous Americans | | | |

OVERVIEW OF UNIT:

This unit is designed to teach first graders the strategies for researching nonfiction reading. In this unit, students will explore famous Americans through conducting close readings. Students will read multiple sources pertaining to the same person to compare and contrast information. The students will also learn strategies to implement with answering open-ending and text-dependent questions.

| Unit References | |
|--|---|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ➤ Strategies for reading to learn ➤ Strategies for accumulating information ➤ Strategies for dealing with nonfiction difficulty ➤ Strategies for taking notes ➤ Readers do not just use text only to accumulate information, but they use pictures, ask questions, talk to their partners and use post-its. ➤ Readers use all their strategies for tricky words for fiction reading during their nonfiction reading; including figuring it out with our partners ➤ There are ways readers read books across a topic to understand their subject or compare and contrast. | <ul style="list-style-type: none"> ● How do nonfiction readers read to become smarter about our world? ● How do nonfiction readers accumulate information by seeing more than just the text on the page? ● How do nonfiction readers tackle tricky words in their books? ● How do nonfiction readers read more than one book about a topic to compare and contrast? |
| Objectives | |

- Students will be able to accumulate information by seeing more than just the text on the page.
- Students will be able to tackle tricky words in their nonfiction books.
- Students will be able to compare and contrast a topic using more than one source.

Assessment

Formative Assessment:

- Guided Reading
- Running Records
- Reading Response Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

Key Vocabulary

Stop and jot, subtitles, diagrams, regions, main idea, nonfiction text characteristics, text to world connections, main idea, supporting details

Resources & Materials

Reading With Meaning by Debbie Miller
The Art of Teaching Reading by Lucy M. Calkins
Fountas and Pinnel

Words Their Way
Words Their Way Spelling Inventory

Above-Level Novels:

- The Magic Treehouse series

On-Level Novels:

- All About Pigs

Below-Level Novels:

- Storm Watch

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will compare and contrast multiple readings on George Washington and gather information on the importance of his life and contributions to the United States of America.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|-----------|--|
| 6.1.4.D.6 | Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. |

21st Century Life Skills

Activities:

- The learner will compare and contrast a child growing up during the colonial times to a child growing up in today’s world.

| Standard | Standard Description |
|-----------|--|
| 9.2.4.A.2 | Identify various life roles and civic and work-related activities in the school, home, and community |

| Careers | |
|--|--|
| Activities: | |
| <ul style="list-style-type: none"> The learner will reflect on life during the Colonial time period by communicating thoughts and ideas whether using written, verbal, and/or visual methods. | |
| Standard | Standard Description |
| CRP4. | Communicate clearly and effectively and with reason. |

| Standards | |
|----------------|---|
| Standard # | Standard Description |
| NJSLSA. R1. | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text |
| NJSLSA. R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| RI.1.1. | Ask and answer questions about key details in a text |
| RI.1.2 | Identify the main topic and retell key details of a text |
| RI.1.3. | Describe the connection between two individuals, events, ideas, or pieces of information in a text |
| RI.1.4. | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| RI.1.5. | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text |
| RI.1.6. | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| RI.1.8 | Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. |
| RI.1.9. | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| RI.1.10. | With prompting and support, read informational texts at grade level text complexity or above. |
| RF.1.2.A- D | 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. |
| RF.1.3. A-E | Know and apply grade-level phonics and word analysis skills in decoding words |
| RF.1.4 | Read with sufficient accuracy and fluency to support comprehension |

| | |
|------------|---|
| SL.1.1.A-C | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| L.1.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
| L.1.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

| Differentiation | | | |
|---|--|--|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks Reduce length of assignment for different mode of delivery Increase one-to-one time Prioritize tasks Use graphic organizers | Provide text-to-speech Use of translation dictionary or software Provide graphic organizers NJDOE resources - http://www.state.nj.us/education/aps/cces/ELL.htm Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> | <p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences,</p> |

| | | | |
|--|--|--|---|
| <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | | <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
|--|--|--|---|

Califon Public School
English Language Arts Curriculum



| | | | |
|--|-----------------|------------------|------------------------|
| Subject: Reading | Grade: 1 | Unit #: 7 | Pacing: 4 weeks |
| Unit Title: Research Unit- American Symbols | | | |

OVERVIEW OF UNIT:

This unit is designed to teach first graders the strategies for researching nonfiction reading. In this unit, students will explore American Symbols through conducting close readings. Students will read multiple sources pertaining to the same topic and compare and contrast information read. The students will continue to implement strategies taught when answering open-ending and text-dependent questions.

| Unit References | |
|--|--|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none">➤ Strategies for reading to learn➤ Strategies for accumulating information➤ Strategies for dealing with nonfiction difficulty➤ Strategies for taking notes➤ Readers do not just use text only to accumulate information, but they use pictures, ask questions, talk to their partners and use post-its.➤ Readers use all their strategies for tricky words for fiction reading during their nonfiction reading; including figuring it out with our partners➤ There are ways readers read books across a topic to understand their subject or compare and contrast. | <ul style="list-style-type: none">● How do nonfiction readers read to become smarter about our world?● How do nonfiction readers accumulate information by seeing more than just the text on the page?● How do nonfiction readers tackle tricky words in their books?● How do nonfiction readers read more than one book about a topic to compare and contrast? |

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| Objectives | |
| <ul style="list-style-type: none">● Students will be able to accumulate information by seeing more than just the text on the page.● Students will be able to tackle tricky words in their nonfiction books.● Students will be able to compare and contrast a topic using more than one source. | |
| Assessment | |
| Formative Assessment: <ul style="list-style-type: none">● Guided Reading● Running Records● Reading Response Notebook● Teacher Observation | |
| Summative Assessment: <ul style="list-style-type: none">● Spelling Assessment● Projects | |
| Benchmark: <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT | |
| Alternative: <ul style="list-style-type: none">● Razkids, Headsprout | |
| Key Vocabulary | |
| Stop and jot, subtitles, diagrams, regions, main idea, nonfiction text characteristics, text to world connections, main idea, supporting details | |
| Resources & Materials | |
| Reading With Meaning by Debbie Miller | |

The Art of Teaching Reading by Lucy M. Calkins
Fountas and Pinnel
Words Their Way
Words Their Way Spelling Inventory

Above-Level Novels:

- The Magic Treehouse series

On-Level Novels:

- Henry and Mudge

Below-Level Novels:

- Phonics books

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

Standard

Standard Description

| | |
|-----------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

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| Interdisciplinary Integration |
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Activities:

- The learner will compare and contrast multiple readings on the American Flag and gather information on the evolution of the flag throughout the history of the United States.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|------------|--|
| 6.1.4.D.17 | Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. |

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| 21st Century Life Skills |
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Activities:

- The learner will explore the culture of America and how the culture impacts activities at home and in our community.

| Standard | Standard Description |
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| 9.2.4.A.2 | Identify various life roles and civic and work-related activities in the school, home, and community |

| Careers | |
|--|--|
| Activities: | |
| <ul style="list-style-type: none"> The learner will reflect on their favorite American Symbol and provide information whether using written, verbal, and/or visual methods. | |
| Standard | Standard Description |
| CRP4. | Communicate clearly and effectively and with reason. |

| Standards | |
|----------------|---|
| Standard # | Standard Description |
| NJSLSA. R1. | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text |
| NJSLSA. R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| RI.1.1. | Ask and answer questions about key details in a text |
| RI.1.2 | Identify the main topic and retell key details of a text |
| RI.1.3. | Describe the connection between two individuals, events, ideas, or pieces of information in a text |
| RI.1.4. | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| RI.1.5. | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text |
| RI.1.6. | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| RI.1.8 | Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. |
| RI.1.9. | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| RI.1.10. | With prompting and support, read informational texts at grade level text complexity or above. |
| RF.1.2.A- D | 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. |
| RF.1.3. A-E | Know and apply grade-level phonics and word analysis skills in decoding words |
| RF.1.4 | Read with sufficient accuracy and fluency to support comprehension |

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| SL.1.1.A-C | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| L.1.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
| L.1.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

| Differentiation | | | |
|---|--|--|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks Reduce length of assignment for different mode of delivery Increase one-to-one time Prioritize tasks Use graphic organizers | Provide text-to-speech Use of translation dictionary or software Provide graphic organizers NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> | <p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences,</p> |

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| <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | | <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
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**Califon Public School
English Language Arts Curriculum**



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|---|-----------------|------------------|------------------------|
| Subject: Reading | Grade: 1 | Unit #: 3 | Pacing: 4 weeks |
| Unit Title: Nonfiction Science (Life Cycles) | | | |

OVERVIEW OF UNIT:

This unit is designed to teach first graders the strategies of nonfiction reading while different life cycles of animals and plants. The learner will conduct close readings while learning how the sequence the life cycle of different animals and plants with supporting details.

| Unit References | |
|---|--|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none">➤ Strategies for reading to learn➤ Strategies for accumulating information➤ Strategies for dealing with nonfiction difficulty➤ There are many ways readers read nonfiction to become smarter about our world.➤ Readers do not just use text only to accumulate information, but they use pictures, ask questions, talk to their partners and use post-its.➤ Readers use all their strategies for tricky words for fiction reading during their nonfiction reading; including figuring it out with our partners➤ There are ways readers read books across a topic to understand their subject or compare and contrast. | <p>How do nonfiction readers read to become smarter about our world?</p> <p>How do nonfiction readers accumulate information by seeing more than just the text on the page?</p> <p>How do nonfiction readers sequence the main events into beginning, middle, and end?</p> <p>How do nonfiction readers read more than one book about a topic to compare and contrast?</p> <p>How do nonfiction readers summarize and sequence key information into their own words?</p> |

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| Objectives |
| <ul style="list-style-type: none">● Students will be able to accumulate information by seeing more than just the text on the page.● Students will be able to summarize and sequence key information into their own words.● Students will be able to compare and contrast a topic using more than one source. |
| Assessment |
| Formative Assessment: <ul style="list-style-type: none">● Guided Reading● Running Records● Reading Response Notebook● Teacher Observation Summative Assessment: <ul style="list-style-type: none">● Spelling Assessment● Projects Benchmark: <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT Alternative: <ul style="list-style-type: none">● Razkids, Headsprout |
| Key Vocabulary |
| Stop and jot, subtitles, diagrams, regions, main idea, nonfiction text characteristics, text to world connections, main idea, supporting details |
| Resources & Materials |
| Reading With Meaning by Debbie Miller The Art of Teaching Reading by Lucy M. Calkins |

Fountas and Pinnel
Words Their Way
Words Their Way Spelling Inventory

Above-Level Novels:

- The Magic Treehouse series

On-Level Novels:

- Henry and Mudge

Below-Level Novels:

- Phonics books

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |

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|-----------|--|
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |
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| Interdisciplinary Integration |
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Activities:

- The learner will explore the life cycle of a chicken, frog, corn, and a flower and explain the importance of each cycle to either the animal or plant.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|----------|---|
| 1-LS1-2 | Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive |

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| 21st Century Life Skills |
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Activities:

- The learner will explore the job of a zoologist and botanist and be able to explain why these jobs are essential to our world.

| Standard | Standard Description |
|-----------|--|
| 9.2.4.A.1 | Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. |

| Careers | |
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| Activities: | |
| <ul style="list-style-type: none"> The learner will reflect on the different life cycles by communicating thoughts and ideas whether using written, verbal, and/or visual methods. | |
| Standard | Standard Description |
| CRP4. | Communicate clearly and effectively and with reason. |

| Standards | |
|----------------|---|
| Standard # | Standard Description |
| NJSLSA. R1. | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text |
| NJSLSA. R2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| RI.1.1. | Ask and answer questions about key details in a text |
| RI.1.2 | Identify the main topic and retell key details of a text |
| RI.1.3. | Describe the connection between two individuals, events, ideas, or pieces of information in a text |
| RI.1.4. | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| RI.1.5. | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text |
| RI.1.6. | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| RI.1.8 | Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. |
| RI.1.9. | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| RI.1.10. | With prompting and support, read informational texts at grade level text complexity or above. |
| RF.1.2.A- D | 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. |
| RF.1.3. A-E | Know and apply grade-level phonics and word analysis skills in decoding words |
| RF.1.4 | Read with sufficient accuracy and fluency to support comprehension |

| | |
|------------|---|
| SL.1.1.A-C | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

| Differentiation | | | |
|---|--|--|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks Reduce length of assignment for different mode of delivery Increase one-to-one time Prioritize tasks Use graphic organizers Use collaborative grouping strategies such as small groups | Provide text-to-speech Use of translation dictionary or software Provide graphic organizers NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> | <p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> |

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| <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | | <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
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**Califon Public School
English Language Arts Curriculum**



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|---|-----------------|------------------|------------------------|
| Subject: Writing | Grade: 1 | Unit #: 1 | Pacing: 4 weeks |
| Unit Title: Launching Writer’s Workshop with Small Moments (Personal Narratives) | | | |

OVERVIEW OF UNIT:

This first unit is designed to help your students work with independence, confidence, and stamina. Routines and procedures will be taught and reviewed. Students will be writing and drawing small moments: stories from their lives with small, clear focus, tremendous detail and elaboration. Students will begin to learn how to stretch out a story that contains a beginning, middle, and end with either sentences or pictures. The students will also begin to write with the proper use of writing conventions; start sentences with a capital, have a complete thought, and end with a punctuation. The students will also begin to implement common patterns to spelling as well as being resourceful and phonetic in spelling unknown words. Students will also begin to learn about writing partners to help students make comments, ask questions, and provide suggestions to and from peers in order to lift the level of the writing. These partnerships set the expectation that we write so that our partners and others can read and understand our work.

| Unit References | |
|---|--|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none">➤ Establish a writing workshop that supports independence➤ Write a small moment➤ Write so that others can read and understand our ideas➤ Narratives have a beginning, middle, and end.➤ Writers can incorporate word study concepts and high frequency word walls to make writing more understandable to others | <ul style="list-style-type: none">➤ What is a small moment?➤ How do writers use what they know to make writing clear?➤ Why do writers have a beginning, middle, and end?➤ How do writer’s spell words they do not know? |

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| Objectives |
| <ul style="list-style-type: none">● Students will be able to write with a beginning, middle, and end.● Students will be able to write in a small moment. |
| Assessment |
| Formative Assessment: <ul style="list-style-type: none">● Guided Writing● Writing Conferences Records● Writing Notebook● Teacher Observation Summative Assessment: <ul style="list-style-type: none">● Spelling Assessment● Projects● Published Pieces Benchmark: <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT Alternative: <ul style="list-style-type: none">● Razkids, Headsprout |
| Key Vocabulary |
| Characters, Setting, Problem, Beginning, Middle, details, prewriting, drafting, revising, editing, publishing |
| Resources& Materials |
| Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop) Small Moments: Personal Narrative Writing by Lucy Calkins The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003) |

The Art of Teaching Writing by Lucy M. Calkins
Mentor Texts

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPad to work on literacy skills.

| Standard | Standard Description |
|-----------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will read a personal narrative from Martin Luther King and write a paragraph describing the injustices that he had to endure growing up.

Resources:

- Teacher Vision Cross Curricular Theme Map -<https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>

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| <ul style="list-style-type: none"> ● Engineering Go For It! - http://egfi-k12.org/ ● US Department of Education STEM - http://www.ed.gov/stem ● Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html ● NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko ● PBS STEM - http://www.pbs.org/teachers/stem/#content ● STEM Works - http://stem-works.com/activities ● <u>What Every Education Should Know About Using Google</u> by Shell Education ● Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml ● International Literacy Association Read Write Think - http://www.readwritethink.org/ |
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| Standard | Standard Description |
|-----------------|---|
| 6.1.4.A.10 | Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. |
| 6.1.4.D.11 | Determine how local and state communities have changed over time, and explain the reasons for changes. |

21st Century Life Skills

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| <p>Activities:</p> <ul style="list-style-type: none"> ● The learner will be able to explain how writing strategies and the writing process help authors during writing. |
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| Standard | Standard Description |
|-----------------|---|
| 9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |

Careers

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| <p>Activities:</p> <ul style="list-style-type: none"> ● Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection. ● Students will publish their writing pieces using google and showcase them on Seesaw. |
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| Standard | Standard Description |
|-----------------|---|
| CRP11 | Use technology to enhance productivity. |

| Standards | |
|------------|---|
| Standard # | Standard Description |
| W.1.3. | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |
| W.1.6. | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. |
| L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
| W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

| Differentiation | | | |
|---|---|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher | Provide text-to-speech Use of translation dictionary or software Provide graphic organizers | Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student) Leveled and specific centers to address the student's need | Book Club will begin for this cluster of students Leveled and specific centers to enhance learning Leveled reading based off of the student's DRA Level |

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| <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p> | <p>Leveled reading based off of the student’s DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
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Califon Public School
English Language Arts Curriculum



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|--------------------------------------|-----------------|------------------|------------------------|
| Subject: Writing | Grade: 1 | Unit #: 2 | Pacing: 4 weeks |
| Unit Title: Realistic Fiction | | | |

OVERVIEW OF UNIT:

This is another narrative writing unit. Students should be drawing on all they have learned about narrative writing to develop and craft well-elaborated short stories. The Common Core State Standards call for first graders to recount two or more appropriately sequenced events and provide some sense of closure. Throughout the unit, students will be writing many stories. Teaching students to properly plan a story will be a focal point of the unit. Students will be encouraged to write longer stories by focusing in more of story planning and less on story drawing (in the planning phase).

| Unit References | |
|--|---|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none">➤ Write a beginning, middle, and end➤ Use descriptive writing to paint the picture for your readers➤ Character’s feelings change throughout a narrative➤ Where do writers get ideas for realistic fiction?➤ Planning writing is important to success | <ul style="list-style-type: none">➤ What is a narrative?➤ Why do writers have a beginning, middle, and end?➤ Why is it important to write descriptively?➤ How do I know what the character is thinking and why the character acts the way he/she does?➤ How do I distinguish fiction from nonfiction?➤ Why is it important to know the difference? |
| Objectives | |
| <ul style="list-style-type: none">● Students will be able to write a beginning, middle, and end to a narrative piece.● Students will be able to write descriptively and know the importance of descriptive writing. | |

| |
|---|
| Assessment |
| Formative Assessment: <ul style="list-style-type: none">● Guided Writing● Writing Conferences Records● Writing Notebook● Teacher Observation |
| Summative Assessment: <ul style="list-style-type: none">● Spelling Assessment● Projects● Published Pieces |
| Benchmark: <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT |
| Alternative: <ul style="list-style-type: none">● Razkids, Headsprout |
| Key Vocabulary |
| Characters, Setting, Problem, Beginning, Middle, show-not-tell, transitional words, prewrite, draft, editing, conferring, publishing, lead |
| Resources& Materials |
| Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop) Small Moments: Personal Narrative Writing by Lucy Calkins The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003) The Art of Teaching Writing by Lucy M. Calkins Mentor Texts |

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will write a realistic fiction piece depicting an injustice with their main character.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education

| <ul style="list-style-type: none"> Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml International Literacy Association Read Write Think - http://www.readwritethink.org/ | |
|--|---|
| Standard | Standard Description |
| 6.1.4.A.10 | Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. |
| 6.1.4.D.11 | Determine how local and state communities have changed over time, and explain the reasons for changes. |

| 21 st Century Life Skills | |
|---|---|
| Activities: <ul style="list-style-type: none"> The learner will share ways in how their community and school differs from how a community and school functioned during segregation. | |
| Standard | Standard Description |
| 9.2.4.A.2 | Identify various life roles and civic and work-related activities in the school, home, and community. |

| Careers | |
|---|---|
| Activities: <ul style="list-style-type: none"> Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection. Students will publish their writing pieces using google and showcase them on Seesaw. | |
| Standard | Standard Description |
| CRP11 | Use technology to enhance productivity. |

| Standards | |
|------------|---|
| Standard # | Standard Description |
| W.1.3. | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |

| | |
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| W.1.6. | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. |
| L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
| W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

| Differentiation | | | |
|---|--|--|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks Reduce length of assignment for different mode of delivery Increase one-to-one time | Provide text-to-speech Use of translation dictionary or software Provide graphic organizers NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> | <p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> |

| | | | |
|--|--|--|--|
| <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | | <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
|--|--|--|--|

**Califon Public School
English Language Arts Curriculum**



| | | | |
|-------------------------------|-----------------|------------------|------------------------|
| Subject: Writing | Grade: 1 | Unit #: 3 | Pacing: 4 weeks |
| Unit Title: Nonfiction | | | |

OVERVIEW OF UNIT:

This unit is designed to have students build on their enthusiasm about the world around them. Students will explore different Native American tribes in our country and begin to write a topic sentence with supporting details. The students will research real world events and teach others about their newly acquired expertise.

| Unit References | |
|---|---|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none">➤ Writers gather information about their topic through a variety of ways.➤ They need strategies to revise for elaboration➤ It is important in informational writing to also use mentor texts to emulate an author’s ideas or approach.➤ Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. | <ul style="list-style-type: none">● What are ways to present all that I know about a topic?● How do I become an expert in my area of study?● What kinds of writing can be included in my presentation on one topic?● How does process shape the writer’s product?● How do writers develop a well written product?● How does a writer choose a particular form of writing?● How does a write form a main idea with supporting details. |
| Objectives | |
| <ul style="list-style-type: none">● Students will be able to form a main idea with supporting details. | |

| |
|---|
| Assessment |
| Formative Assessment: <ul style="list-style-type: none">● Guided Writing● Writing Conferences Records● Writing Notebook● Teacher Observation |
| Summative Assessment: <ul style="list-style-type: none">● Spelling Assessment● Projects● Published Pieces |
| Benchmark: <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT |
| Alternative: <ul style="list-style-type: none">● Razkids, Headsprout |
| Key Vocabulary |
| Topic sentence, supporting details, evidence based terms, writer’s voice, pre-write, draft, editing, conferring, publishing, lead, transitional words, show not tell |
| Resources& Materials |
| Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop) Small Moments: Personal Narrative Writing by Lucy Calkins The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003) The Art of Teaching Writing by Lucy M. Calkins Mentor Texts |

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will write an informational paragraph comparing their way of life to how the Native American tribes governed, their customs, and way of life with supporting details.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>

| <ul style="list-style-type: none"> • <u>What Every Education Should Know About Using Google</u> by Shell Education • Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml • International Literacy Association Read Write Think - http://www.readwritethink.org/ | |
|---|--|
| Standard | Standard Description |
| 6.1.4.D.1 | Determine the impact of European colonization on Native American populations, including the Leni Lenape of New Jersey. |

| 21 st Century Life Skills | |
|---|---|
| Activities: <ul style="list-style-type: none"> • The learner will compare the Native Americans way of school, home, community to their own. | |
| Standard | Standard Description |
| 9.2.4.A.2 | Identify various life roles and civic and work-related activities in the school, home, and community. |

| Careers | |
|---|--|
| Activities: <ul style="list-style-type: none"> • The learner will reflect on the different Native American tribes by communicating thoughts and ideas whether using written, verbal, and/or visual methods. | |
| Standard | Standard Description |
| CRP4. | Communicate clearly and effectively and with reason. |

| Standards | |
|------------|--|
| Standard # | Standard Description |
| NJSLSA. W2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.1.2. | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |

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| W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |
| W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| W.1.7. | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |
| SL.1.1.A-C | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. |
| L.1.1. A-J | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.1.2. A-E | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
| W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

| Differentiation | | | |
|---|--|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| Provide modifications & accommodations as listed in the student’s IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks | Provide text-to-speech Use of translation dictionary or software Provide graphic organizers NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm | Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student) Leveled and specific centers to address the student’s need | Book Club will begin for this cluster of students Leveled and specific centers to enhance learning Leveled reading based off of the student’s DRA Level |

| | | | |
|--|---|---|---|
| <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p> | <p>Leveled reading based off of the student’s DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
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Califon Public School
English Language Arts Curriculum



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|--|-----------------|------------------|------------------------|
| Subject: Writing | Grade: 1 | Unit #: 4 | Pacing: 4 weeks |
| Unit Title: Fairy Tales and Folklores | | | |

OVERVIEW OF UNIT:

This unit is designed to teach first graders to identify reoccurring elements that make a story a fairy tale and for students to create their own version of a fairy tale using previously learned strategies. Students will also write and revise their tales that contain the key elements of fairy tales. Children move through three narrative writing cycles in this unit, writing two adaptations of fairy tales and then their own original fairy tale. They will choose one of the stories they draft to bring to publication at the end of the unit

| Unit References | |
|---|--|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none">➤ Writers learn all they can about a genre before they write.➤ Planning and development of a fairytale is similar to writing fiction stories➤ Authors take many factors into consideration when adapting fairytales | <ul style="list-style-type: none">● What is a fairy tale?● What are the key components of a fairy tale?● How do writers compose fairy tales?● Where do writers get ideas for writing fairy tales? |
| Objectives | |
| <ul style="list-style-type: none">● Students will be able to identify the key components of a fairy tale.● Students will be able to compose a fairy tale that contains the key elements of a fairy tale. | |
| Assessment | |
| Formative Assessment: | |

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

Key Vocabulary

Characters, Setting, Problem, Beginning, Middle, show-not-tell, transitional words, prewrite, draft, editing, conferring, publishing, lead

Resources & Materials

Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)

Small Moments: Personal Narrative Writing by Lucy Calkins

The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)

The Art of Teaching Writing by Lucy M. Calkins

Mentor Texts

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will explore the Grand Canyon and locate it on a map after reading the story of Paul Bunyan.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education

| <ul style="list-style-type: none"> Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml International Literacy Association Read Write Think - http://www.readwritethink.org/ | |
|--|---|
| Standard | Standard Description |
| 6.1.4.D.12 | The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. |

| 21 st Century Life Skills | |
|---|---|
| Activities: The learner will be able to explain how writing strategies and the writing process help authors during writing. | |
| Standard | Standard Description |
| 9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |

| Careers | |
|---|---|
| Activities: <ul style="list-style-type: none"> Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection. Students will publish their writing pieces using google and showcase them on Seesaw. | |
| Standard | Standard Description |
| CRP11 | Use technology to enhance productivity. |

| Standards | |
|------------|---|
| Standard # | Standard Description |
| W.1.3. | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |
| W.1.6. | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

| | |
|--------|---|
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. |
| L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
| W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

| Differentiation | | | |
|---|--|--|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks Reduce length of assignment for different mode of delivery Increase one-to-one time Prioritize tasks | Provide text-to-speech Use of translation dictionary or software Provide graphic organizers NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm | <p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> | <p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> |

| | | | |
|--|--|--|--|
| <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | | <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
|--|--|--|--|

**Califon Public School
English Language Arts Curriculum**



| | | | |
|------------------------------------|-----------------|------------------|------------------------|
| Subject: Writing | Grade: 1 | Unit #: 5 | Pacing: 4 weeks |
| Unit Title: Opinion Writing | | | |

OVERVIEW OF UNIT:

This unit is designed to teach first graders to state an opinion and use examples to show why that opinion is held. A writer uses personal experiences and local to help readers understand their opinion. The students will write an opinion piece 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.

| Unit References | |
|--|---|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none">➤ Writers learn all they can about a genre before they write.➤ Planning and development of an opinion piece with supporting details➤ Authors are not trying to convince others to change their view but they try to convey their opinion | <ul style="list-style-type: none">● What is opinion writing and how does it differ from narrative writing?● What are the key components of an opinion writing piece?● How do writers compose a topic sentence?● Why do writers provide a sense of closure when writing an opinion piece? |
| Objectives | |
| <ul style="list-style-type: none">● Students will be able to identify the key components of an opinion writing piece.● Students will be able to compose an opinion piece that contains a hook, topic sentence, supporting details, and a closure. | |

| |
|---|
| Assessment |
| Formative Assessment: <ul style="list-style-type: none">● Guided Writing● Writing Conferences Records● Writing Notebook● Teacher Observation |
| Summative Assessment: <ul style="list-style-type: none">● Spelling Assessment● Projects● Published Pieces |
| Benchmark: <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT |
| Alternative: <ul style="list-style-type: none">● Razkids, Headsprout |
| Key Vocabulary |
| Characters, Setting, Problem, Beginning, Middle, show-not-tell, transitional words, prewrite, draft, editing, conferring, publishing, lead |
| Resources & Materials |
| Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop) Small Moments: Personal Narrative Writing by Lucy Calkins The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003) The Art of Teaching Writing by Lucy M. Calkins Mentor Texts |

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will explore the life cycle of a butterfly when reading the fable; Changing Butterfly as it pertains to the moral of the story.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>

| <ul style="list-style-type: none"> • <u>What Every Education Should Know About Using Google</u> by Shell Education • Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml • International Literacy Association Read Write Think - http://www.readwritethink.org/ | |
|---|---|
| Standard | Standard Description |
| 1-LS1-2 | Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive |

| 21 st Century Life Skills | |
|---|---|
| Activities: The learner will be able to explain how writing strategies and the writing process help authors during writing. | |
| Standard | Standard Description |
| 9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |

| Careers | |
|---|---|
| Activities: <ul style="list-style-type: none"> • Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection. • Students will publish their writing pieces using google and showcase them on Seesaw. | |
| Standard | Standard Description |
| CRP11 | Use technology to enhance productivity. |

| Standards | |
|------------|--|
| Standard # | Standard Description |
| W.1.1 | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |
| W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |

| | |
|---------|---|
| W.1.6. | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| W.1.8. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. |
| L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

| Differentiation | | | |
|---|--|--|---|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks Reduce length of assignment for different mode of delivery | Provide text-to-speech Use of translation dictionary or software Provide graphic organizers NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm Adapt a Strategy – Adjusting strategies for ESL students - | <p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student's need</p> <p>Leveled reading based off of the student's DRA Level</p> | <p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student's DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> |

| | | | |
|--|--|--|---|
| <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | <p>http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p> | <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
|--|--|--|---|

Califon Public School
English Language Arts Curriculum



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|---|-----------------|------------------|------------------------|
| Subject: Writing | Grade: 1 | Unit #: 6 | Pacing: 4 weeks |
| Unit Title: Informational Writing (Historical Figures) | | | |

OVERVIEW OF UNIT:

This unit is designed to have students build on their enthusiasm about the world around them. Students will read multiple readings on Famous Americans and compile all the information learned into an informational paragraph that contains a hook, topic sentence with supporting details from the text, and a sense of closure.

| Unit References | |
|--|--|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ➤ Writers gather information about their topic through a variety of ways. ➤ They need strategies to revise for elaboration ➤ It is important in informational writing to also use mentor texts to emulate an author’s ideas or approach. ➤ Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. | <ul style="list-style-type: none"> ● What are ways to present all that I know about a topic? ● What kinds of writing can be included in my presentation on one topic? ● How does the process shape the writer’s product? ● How do writers develop a well written product? ● How does a writer form a main idea with supporting details? |
| Objectives | |
| <ul style="list-style-type: none"> ● Students will be able to form a main idea with supporting details. | |
| Assessment | |
| Formative Assessment: | |

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

Key Vocabulary

Topic sentence, supporting details, evidence based terms, writer's voice, pre-write, draft, editing, conferring, publishing, lead, transitional words, show not tell

Resources& Materials

Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)

Small Moments: Personal Narrative Writing by Lucy Calkins

The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)

The Art of Teaching Writing by Lucy M. Calkins

Mentor Texts

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will compare and contrast multiple readings on George Washington and gather information on the importance of his life and contributions to the United States of America.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>

| <ul style="list-style-type: none"> • <u>What Every Education Should Know About Using Google</u> by Shell Education • Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml • International Literacy Association Read Write Think - http://www.readwritethink.org/ | |
|---|--|
| Standard | Standard Description |
| 6.1.4.D.6 | Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. |

| 21 st Century Life Skills | |
|---|---|
| Activities: <ul style="list-style-type: none"> • The learner will compare and contrast a child growing up during the colonial times to a child growing up in today's world. | |
| Standard | Standard Description |
| 9.2.4.A.2 | Identify various life roles and civic and work-related activities in the school, home, and community. |

| Careers | |
|---|--|
| Activities: <ul style="list-style-type: none"> • The learner will reflect on life during the Colonial time period by communicating thoughts and ideas whether using written, verbal, and/or visual methods. | |
| Standard | Standard Description |
| CRP4. | Communicate clearly and effectively and with reason. |

| Standards | |
|------------|--|
| Standard # | Standard Description |
| NJSLSA. W2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.1.2. | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |

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| W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |
| W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| W.1.7. | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |
| SL.1.1.A-C | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. |
| L.1.1. A-J | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.1.2. A-E | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
| W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

| Differentiation | | | |
|---|--|---|--|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| Provide modifications & accommodations as listed in the student’s IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks | Provide text-to-speech Use of translation dictionary or software Provide graphic organizers NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm | Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student) Leveled and specific centers to address the student’s need | Book Club will begin for this cluster of students Leveled and specific centers to enhance learning Leveled reading based off of the student’s DRA Level |

| | | | |
|--|---|---|---|
| <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p> | <p>Leveled reading based off of the student’s DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
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Califon Public School
English Language Arts Curriculum



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|--|-----------------|------------------|------------------------|
| Subject: Writing | Grade: 1 | Unit #: 7 | Pacing: 4 weeks |
| Unit Title: Informational Writing (Google Slides and Posters) | | | |

OVERVIEW OF UNIT:

This unit is designed to have students build on their enthusiasm about the world around them. Students will read multiple readings on American Symbols and compile all the information learned into an informational slideshow presentation and an informational poster. The students will understand that authors can present information in more than one way.

| Unit References | |
|--|--|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none">➤ Writers gather information about their topic through a variety of ways.➤ They need strategies to revise for elaboration➤ It is important in informational writing to also use mentor texts to emulate an author's ideas or approach. | <ul style="list-style-type: none">● What are ways to present all that I know about a topic?● What kinds of writing can be included in my presentation on one topic?● How does the process shape the writer's product?● How do writers develop a well written product?● How does a writer form a main idea with supporting details? |
| Objectives | |
| <ul style="list-style-type: none">● Students will be able to create an informational slideshow that contains a main idea with supporting details.● Students will be able to create an informational poster that contains a main idea with supporting details. | |
| Assessment | |
| Formative Assessment: | |

- Guided Writing
- Writing Conferences Records
- Writing Notebook
- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

Key Vocabulary

Topic sentence, supporting details, evidence based terms, writer's voice, pre-write, draft, editing, conferring, publishing, lead, transitional words, show not tell

Resources& Materials

Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)

Small Moments: Personal Narrative Writing by Lucy Calkins

The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)

The Art of Teaching Writing by Lucy M. Calkins

Mentor Texts

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will compare and contrast multiple readings on the American Flag and gather information on the evolution of the flag throughout the history of the United States.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>

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|---|--|
| <ul style="list-style-type: none"> • <u>What Every Education Should Know About Using Google</u> by Shell Education • Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml • International Literacy Association Read Write Think - http://www.readwritethink.org/ | |
| Standard | Standard Description |
| 6.1.4.D.17 | Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. |

| 21 st Century Life Skills | |
|---|--|
| Activities: <ul style="list-style-type: none"> • The learner will explore the culture of America and how the culture impacts activities at home and in our community. | |
| Standard | Standard Description |
| 9.2.4.A.2 | Identify various life roles and civic and work-related activities in the school, home, and community |

| Careers | |
|---|--|
| Activities: <ul style="list-style-type: none"> • The learner will reflect on their favorite American Symbol and provide information whether using written, verbal, and/or visual methods. | |
| Standard | Standard Description |
| CRP4. | Communicate clearly and effectively and with reason. |

| Standards | |
|------------|--|
| Standard # | Standard Description |
| NJSLSA. W2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.1.2. | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |

| | |
|------------|---|
| W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| W.1.7. | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |
| SL.1.1.A-C | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. |
| L.1.1. A-J | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.1.2. A-E | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
| W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

| Differentiation | | | |
|---|--|--|---|
| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| Provide modifications & accommodations as listed in the student’s IEP Position student near helping peer or have quick access to teacher Modify or reduce assignments/tasks | Provide text-to-speech Use of translation dictionary or software Provide graphic organizers NJDOE resources - http://www.state.nj.us/education/aps/ccs/ELL.htm | <p>Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student)</p> <p>Leveled and specific centers to address the student’s need</p> <p>Leveled reading based off of the student’s DRA Level</p> | <p>Book Club will begin for this cluster of students</p> <p>Leveled and specific centers to enhance learning</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> |

| | | | |
|--|---|--|---|
| <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p> | <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
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**Califon Public School
English Language Arts Curriculum**



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|-----------------------------------|-----------------|------------------|------------------------|
| Subject: Writing | Grade: 1 | Unit #: 8 | Pacing: 4 weeks |
| Unit Title: How To Writing | | | |

OVERVIEW OF UNIT:

This unit is designed to teach your students how to teach something to an audience by drawing and writing a sequence of steps. They will learn that one purpose of writing is to teach others. To begin a unit on how-to books, tell children that writers not only use their writing to tell the rich stories of their lives, or to label their environment or to celebrate others, but also to teach others. In writing these books, they describe a sequence of steps they hope the learner will take. This kind of procedural writing requires explicitness, clarity, sequence and that writers anticipate what their readers will need to know.

| Unit References | |
|--|---|
| Big Ideas | Essential Questions |
| <ul style="list-style-type: none"> ➤ Engage in the writing process to create, refine, and share our ideas ➤ Construct procedural writings that are explicit, clear, and sequential ➤ Revise writing to improve clarity for the audience ➤ How-to writing contains content-specific expert language as well as descriptive language | <ul style="list-style-type: none"> ● Why is it important to think about our audience when we write? ● How do authors improve their writing? ● How do authors communicate their ideas to an audience? ● How-to writing contains content-specific expert language as well as descriptive language |
| Objectives | |
| <ul style="list-style-type: none"> ● Students will be able to create a How-To-Writing piece that contains content-specific language as well as descriptive language | |

| |
|---|
| Assessment |
| Formative Assessment: <ul style="list-style-type: none">● Guided Writing● Writing Conferences Records● Writing Notebook● Teacher Observation |
| Summative Assessment: <ul style="list-style-type: none">● Spelling Assessment● Projects● Published Pieces |
| Benchmark: <ul style="list-style-type: none">● DRA, Words Their Way Inventory, LinkIT |
| Alternative: <ul style="list-style-type: none">● Razkids, Headsprout |
| Key Vocabulary |
| Topic sentence, supporting details, evidence based terms, writer’s voice, pre-write, draft, editing, conferring, publishing, lead, transitional words, show not tell |
| Resources& Materials |
| Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop) Small Moments: Personal Narrative Writing by Lucy Calkins The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003) The Art of Teaching Writing by Lucy M. Calkins Mentor Texts |

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks
- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will explore the life cycle of a chicken, frog, corn, and a flower and explain the importance of each cycle to either the animal or plant.

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>

| <ul style="list-style-type: none"> • <u>What Every Education Should Know About Using Google</u> by Shell Education • Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml • International Literacy Association Read Write Think - http://www.readwritethink.org/ | |
|---|---|
| Standard | Standard Description |
| 1-LS1-2 | Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive |

| 21st Century Life Skills | |
|---|--|
| Activities: <ul style="list-style-type: none"> • The learner will explore the job of a zoologist and botanist and be able to explain why these jobs are essential to our world. | |
| Standard | Standard Description |
| 9.2.4.A.1 | Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. |

| Careers | |
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| Activities: <ul style="list-style-type: none"> • The learner will reflect on the different life cycles by communicating thoughts and ideas whether using written, verbal, and/or visual methods. | |
| Standard | Standard Description |
| CRP4. | Communicate clearly and effectively and with reason. |

| Standards | |
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| Standard # | Standard Description |
| NJSLSA. W2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.1.2. | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |

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| W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |
| W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| W.1.7. | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |
| SL.1.1.A-C | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. |
| L.1.1. A-J | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.1.2. A-E | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
| W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| W.1.7 | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |

| Differentiation | | | |
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| Special Education | English Language Learners (ELL) | Response to Intervention (RTI) | Enrichment |
| Provide modifications & accommodations as listed in the student’s IEP Position student near helping peer or have quick access to teacher | Provide text-to-speech Use of translation dictionary or software Provide graphic organizers | Leveled grouping that addresses deficiency (Guided Reading records, running records, reading workshop notes to monitor each student) | Book Club will begin for this cluster of students Leveled and specific centers to enhance learning Leveled reading based off of the student’s DRA Level |

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| <p>Modify or reduce assignments/tasks</p> <p>Reduce length of assignment for different mode of delivery</p> <p>Increase one-to-one time</p> <p>Prioritize tasks</p> <p>Use graphic organizers</p> <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm</p> <p>Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm</p> | <p>Leveled and specific centers to address the student’s need</p> <p>Leveled reading based off of the student’s DRA Level</p> <p>Anchor Charts to support skills and strategies being taught</p> <p>Graphic organizers</p> <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>Process should be modified: higher order thinking skills, open-ended thinking, discovery</p> <p>Utilize project-based learning for greater depth of knowledge</p> <p>Utilize exploratory connections to higher grade concepts</p> <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
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**Califon Public School
English Language Arts Curriculum**



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|--------------------------------------|-----------------|------------------|------------------------|
| Subject: Writing | Grade: 1 | Unit #: 9 | Pacing: 4 weeks |
| Unit Title: Realistic Fiction | | | |

OVERVIEW OF UNIT:

This unit is designed to teach first graders the strategies for poetry. In this unit, students will explore how to present their voice through different styles of poetry.

| Unit References | |
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| Big Ideas | Essential Questions |
| <ul style="list-style-type: none">➤ How do writers share their ideas with others➤ There are issues in our lives that we have opinions about➤ There are many ways to express yourself through poetry➤ Poetry does not follow formal rules of writing | <ul style="list-style-type: none">➤ What is poetry?➤ Where do poets get their ideas?➤ How do poets use imagery, figurative language, and sensory details to develop their writing and engage the reader? |
| Objectives | |
| <ul style="list-style-type: none">● Students will be able to express their ideas through the use of poetry. | |
| Assessment | |
| Formative Assessment: | |
| <ul style="list-style-type: none">● Guided Writing● Writing Conferences Records● Writing Notebook● Teacher Observation | |

Summative Assessment:

- Spelling Assessment
- Projects
- Published Pieces

Benchmark:

- DRA, Words Their Way Inventory, LinkIT

Alternative:

- Razkids, Headsprout

Key Vocabulary

Poetry, verse, line, syllable,

Resources& Materials

Launching the Writing Workshop by Lucy Calkins (from Units of Study in the Primary Writing Workshop)

Small Moments: Personal Narrative Writing by Lucy Calkins

The Craft of Revision by Lucy Calkins (from Units of Study in the Primary Writing Workshop, Heinemann, 2003)

The Art of Teaching Writing by Lucy M. Calkins

Mentor Texts

Technology Infusion

Teacher Technology:

- Smart Board
- Google Classroom

Student Technology:

- Chromebooks

- Seesaw
- iPads

Activities:

- Students are using the chromebooks to complete assignments through Razkids, HeadSprout, and Google Classroom.
- Students are using the chromebooks to reflect on Literacy concepts and work completed through the use of SeeSaw
- Students are using iPads to work on literacy skills.

| Standard | Standard Description |
|-----------------|--|
| 8.1.2.A.4 | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). |
| 8.1.P.C.1 | Collaborate with peers by participating in interactive digital games or activities |

Interdisciplinary Integration

Activities:

- The learner will analyze how the main character was impacted during the Civil Rights Movement and create a poem depicting how the characters felt during this time period. (AS)

Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
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| 6.1.4.A.10 | Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. |

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| 6.1.4.D.11 | Determine how local and state communities have changed over time, and explain the reasons for changes. |
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| 21st Century Life Skills |
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| Activities: | |
| <ul style="list-style-type: none"> The learner will create a poem depicting how their community and school differs from how our community and school functioned during segregation. (AS) | |
| Standard | Standard Description |
| 9.2.4.A.2 | Identify various life roles and civic and work-related activities in the school, home, and community. |

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| Careers |
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| Activities: | |
| <ul style="list-style-type: none"> Students will demonstrate writing concepts using Seesaw on their Chromebook through the use of reflection. Students will publish their writing pieces using google and showcase them on Seesaw. | |
| Standard | Standard Description |
| CRP11 | Use technology to enhance productivity. |

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| Standards |
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| Standard # | Standard Description |
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| W.1.3. | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |
| W.1.6. | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. |

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| L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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| <p>Use collaborative grouping strategies such as small groups</p> <p>NJDOE resources - http://www.state.nj.us/education/specialed/</p> | | <p>When possible, provide text auditory</p> <p>Tiered interventions following RTI framework</p> <p>Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <p>Interventional Central - http://www.interventioncentral.org/</p> | <p>Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</p> <p>Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</p> <p>NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</p> |
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