

**Califon Public School
Curriculum**



Subject: Reading	Grade: 1st	Unit #: 1	Pacing: 5 weeks
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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.

Big Ideas

- 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

Essential Questions

- 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?

Objectives

- Students will be able to think about before, during, and after reading.
- Students will be able to think while they read.

Assessment

Formative Assessment:

- Guided Reading

Benchmark:

- DRA

- Running Records
- Reading Response Notebook
- Teacher Observation

- Words Their Way Inventory
- LinkIt

Summative Assessment:

- Spelling Assessment
- Projects

Alternative:

- 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 Pinnell
 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:**

- Promethean 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.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

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/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator 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
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Life Skills Standards

Activities:

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

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- 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.

Practice	Description
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Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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Standards	
Standard #	Standard Description
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, when, where, why, how).
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.PP.1.5	Identify who is telling the story at various points in a text.
RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed in RF.K.1); recognize and understand the role of the distinguishing features of a sentence (e.g.; first word, capitalization, ending punctuation).
L.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.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.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.

Differentiation
Students with 504 plans
● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan

Special Education

- 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 online resources for skill building
- Use collaborative grouping strategies such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- 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
- Leveled reading based off of the student's DRA Level
- Anchor Charts to support skills and strategies being taught
- Graphic organizers
- When possible, provide text auditory
- Tiered interventions following RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- 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>

Enrichment

- 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
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Reading	Grade: 1st	Unit #: 2	Pacing: 5 weeks
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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.

Big Ideas

- 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 tracking them through our books.
- 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

Essential Questions

- 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?

Objectives

- 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

Formative Assessment:

- Guided Reading

Benchmark:

- DRA

- Running Records
- Reading Response Notebook
- Teacher Observation

- Words Their Way Inventory
- LinkIt

Summative Assessment:

- Spelling Assessment
- Projects

Alternative:

- 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 Pinnell
 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:**

- Promethean 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.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

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 Educator 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
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

21st Century Life Skills Standards

Activities:

- The learner will share ways in how their community and school differs from how a community and school functioned during segregation. (AS)

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- 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.

Practice	Description
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Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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Standards	
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RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, when, where, why, how).
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RL.PP1.5	Identify who is telling the story at various points in a text.
RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
RL.CT.1.8	Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed in RF.K.1); recognize and understand the role of the distinguishing features of a sentence (e.g.; first word, capitalization, ending punctuation).
L.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.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.VL.1.2.A	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
L.VI.1.3.A-E	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

	A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). D. Identify real-life connections between words and their use (e.g., note places at home that are cozy). E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.

Differentiation	
Students with 504 plans	
	• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education	
	• 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 online resources for skill building • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/
Response to Intervention (RTI)	
	• 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 • Leveled reading based off of the student's DRA Level • Anchor Charts to support skills and strategies being taught • Graphic organizers

- When possible, provide text auditory
- Tiered interventions following RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- 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>

Enrichment

- 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
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Reading	Grade: 1st	Unit #: 3	Pacing: 5 weeks
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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.

Big Ideas

- 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.

Essential Questions

- 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

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIt

Alternative:

Summative Assessment:

- Spelling Assessment
- Projects
- 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 Pinnell
 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:**

- Promethean 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.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Integration	
Teacher Technology: - Promethean 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.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

21 st Century Life Skills Standards	
Activities: The learner will compare the Native Americans way of school, home, community to their own.	
Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers	
Activities: - 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.	
Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RI.IT.1.3.	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
L.VL.1.2.A	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features_(e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RI.PP.1.5	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting, as needed.
RI.CT.1.8	Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
RI.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.
L.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. A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3. A-G	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words.

	C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old). G. Recognize the parts of high frequency words that are regular and the parts that are irregular.
L.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.
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Differentiation

Students with 504 plans

- Preferential seating
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Response to Intervention (RTI)

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- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- 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>

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- NJDOE resources

**Califon Public School
Curriculum**



Subject: Reading	Grade: 1st	Unit #: 4	Pacing: 5 weeks
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Unit Title: Fairy Tales & 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.

Big Ideas

- 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

Essential Questions

- 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

Benchmark:

- DRA
- Words Their Way Inventory

• Reading Response Notebook • Teacher Observation	• LinkIt
Summative Assessment: • Spelling Assessment • Projects	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 Pinnell 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: ● Promethean 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.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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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 Educator 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
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.Geo.HE.3	Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

21st Century Life Skills Standards

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	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- The learner will create different solutions for the characters in the readings Cinderella and Rumpelstiltskin.

Practice	Description
Use technology to enhance productivity	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and

increase collaboration and communicate effectively.	adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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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.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.CR1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, when, where, why, how).
L.RL.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RL.PP.1.5	Identify who is telling the story at various points in a text
RL.CT.1.8	Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
L.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. A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3. A-G	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds.

	D. Distinguish long and short vowels when reading regularly spelled one-syllable words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old). G. Recognize the parts of high frequency words that are regular and the parts that are irregular.
L.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.VI.1.3.A-E	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). D. Identify real-life connections between words and their use (e.g., note places at home that are cozy). E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.VL.1.2.A	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
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).
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers

- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- 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 online resources for skill building
- Use collaborative grouping strategies such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- 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
- Leveled reading based off of the student's DRA Level
- Anchor Charts to support skills and strategies being taught
- Graphic organizers
- When possible, provide text auditory
- Tiered interventions following RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- 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>

Enrichment

- 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
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations

- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Reading	Grade: 1st	Unit #: 5	Pacing: 5 weeks
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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.

Big Ideas

- 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

Essential Questions

- 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

- 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

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIt

- Teacher Observation

Summative Assessment:

- Spelling Assessment
- Projects

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 Pinnell
 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:**

- Promethean 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.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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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 Educator 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
NJSLS - Science 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 Standards

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	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

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.

Practice	Description
Use technology to enhance productivity increase collaboration	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and

and communicate effectively.	organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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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.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, when, where, why, how).
RLIT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
RL.TS.1.4.	With prompting and support, explain major differences between books that tell stories and books that give information, recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RLPP.1.5	Identify who is telling the story at various points in a text
RL.CT.1.8	Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
RL.1.9.	Compare and contrast the adventures and experiences of characters in stories.
L.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. A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3. A-G	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words.

	E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old). G. Recognize the parts of high frequency words that are regular and the parts that are irregular.
L.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.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• 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 online resources for skill building • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• 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 • Leveled reading based off of the student's DRA Level • Anchor Charts to support skills and strategies being taught • Graphic organizers	

- When possible, provide text auditory
- Tiered interventions following RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- 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>

Enrichment

- 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
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Reading	Grade: 1st	Unit #: 6	Pacing: 5 weeks
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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.

Big Ideas

- 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.

Essential Questions

- 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

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIt

Summative Assessment:

- Spelling Assessment
- Projects

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 Pinnell
 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:**

- Promethean 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.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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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 Educator 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
6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays)

21st Century Life Skills Standards

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	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- The learner will reflect on life during the Colonial time period by communicating thoughts and ideas whether using written, verbal, and/or visual methods.

Practice	Description
Use technology to enhance productivity	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and

increase collaboration and communicate effectively.	adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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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.CR.1.1.	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RI.IT.1.3.	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features_(e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RI.PP.1.5.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.MF.1.6	With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting, as needed.
RI.CT.1.8	Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
RI.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.
L.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. A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

L.RF.1.3. A-G	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old). G. Recognize the parts of high frequency words that are regular and the parts that are irregular.
L.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.VL.1.2.A	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
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).
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- 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 online resources for skill building
- Use collaborative grouping strategies such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- 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
- Leveled reading based off of the student's DRA Level
- Anchor Charts to support skills and strategies being taught
- Graphic organizers
- When possible, provide text auditory
- Tiered interventions following RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- 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>

Enrichment

- 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
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Reading	Grade: 1st	Unit #: 7	Pacing: 5 weeks
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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.

Big Ideas

- 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.

Essential Questions

- 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

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIt

Summative Assessment: • Spelling Assessment • Projects	Alternative: • Razkids • Headsprout
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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 Pinnell 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: ● Promethean 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.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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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>
- What Every Educator 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
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.

21st Century Life Skills Standards

Activities:

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

Standard	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- 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.

Practice	Description
Use technology to enhance productivity increase collaboration	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and

and communicate effectively.	organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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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.CR.1.1.	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RI.IT.1.3.	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RI.PP.1.5	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.MF.1.6	With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting, as needed.
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.
L.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. A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3. A-G	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words.

	C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old). G. Recognize the parts of high frequency words that are regular and the parts that are irregular.
L.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.VL.1.2.A	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
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).
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading or listening.

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• 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 online resources for skill building
- Use collaborative grouping strategies such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- 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
- Leveled reading based off of the student's DRA Level
- Anchor Charts to support skills and strategies being taught
- Graphic organizers
- When possible, provide text auditory
- Tiered interventions following RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- 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>

Enrichment

- 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
- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher grade concepts
- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: Reading	Grade: 1st	Unit #: 8	Pacing: 5 weeks
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Unit Title: Nonfiction Science (Life Cycles)

OVERVIEW OF UNIT:

This unit is designed to teach first graders the strategies of nonfiction reading while examining 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.

Big Ideas

- 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.

Essential Questions

- 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 sequence the main events into beginning, middle, and end?
- How do nonfiction readers read more than one book about a topic to compare and contrast?
- How do nonfiction readers summarize and sequence key information into their own words?

Objectives

- 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:

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

Benchmark:

- DRA
- Words Their Way Inventory
- LinkIt

Summative Assessment:

- Spelling Assessment
- Projects

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 Pinnell
 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:**

- Promethean 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.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
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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>
- What Every Educator 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
NJSLS-Science 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 Standards

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	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Careers

Activities:

- The learner will reflect on the different life cycles by communicating thoughts and ideas whether using written, verbal, and/or visual methods.

Practice	Description
Use technology to enhance productivity increase collaboration	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and

and communicate effectively.	organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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Standards	
Standard #	Standard Description
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RI.IT.1.3.	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RI.PP.1.5	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.MF.1.6	With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas.
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting, as needed.
RI.CT.1.8	Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
RI.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.
L.VL.1.2.A	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
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	D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3. A-G	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old). G. Recognize the parts of high frequency words that are regular and the parts that are irregular.
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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.
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English Language Learners (ELL)

- Provide text-to-speech
- Use of translation dictionary or software
- Provide graphic organizers
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- NJDOE resources