

Englewood on the Palisades Charter School
NJ State Standards-Aligned Curriculum
Grade One
English Language Arts

Grade One ELA Curriculum

The Grade One ELA curriculum aligns with NJSLS and aims to create a strong foundation for young learners in the areas of literacy, language development, and communication skills. This curriculum provides a structured approach to help first grade students continue to grow into confident readers and writers. To create a strong foundation, it is vital to nurture literacy skills, enhance communication abilities, and foster a love for reading and writing. This curriculum involves a comprehensive approach to developing children's reading, writing, listening, and speaking skills.

Throughout the school year, formative and summative assessments should be incorporated to monitor student progress. The curriculum should also be flexible to adapt to individual student needs and provide additional support for struggling learners.

NJSLS ELA Strands

Reading Foundational Skills:

- **Phonological Awareness:** Develop phonemic awareness, recognizing and manipulating sounds in spoken words.
- **Print Concepts:** Understand the conventions of print, including letter-sound relationships, directionality, and spacing between words.

Reading Literature and Informational Texts:

- **Reading Comprehension:** Engage with texts through listening, discussion, and understanding main ideas.
- **Literary Analysis:** Explore story elements such as characters, settings, and events in narratives.
- **Informational Texts:** Develop an understanding of informational texts and their features.

Writing:

- **Text Types and Purposes:** Encourage students to write for different purposes (narrative, informative, opinion).
- **Production and Distribution:** Begin to compose sentences using letters, sounds, and sight words.
- **Research and Inquiry:** Introduce basic research skills through observing, asking questions, and gathering information.

Speaking and Listening:

- **Collaborative Discussions:** Engage in conversations and discussions, expressing thoughts and ideas.
- **Presentation of Knowledge and Ideas:** Communicate effectively using speech to convey information and narrate experiences.

Language:

- **Vocabulary Acquisition and Use:** Develop vocabulary by exploring words and their meanings in context.
- **Conventions of Standard English:** Understand grammar, punctuation, and usage in simple sentences.
- **Language Knowledge:** Develop an understanding of language as a system, including recognizing and producing rhymes, understanding word families, and using basic sentence structure.

Teaching Strategies and Approaches

- **Interactive Read-Alouds:** Use diverse texts to promote listening skills, vocabulary development, and comprehension.
- **Phonics and Word Study:** Employ multisensory activities to teach letter-sound correspondence, sight words, and basic decoding skills.
- **Shared Reading and Writing:** Model reading/writing processes, encouraging students to read/participate in crafting sentences and short texts.
- **Guided Reading and Writing:** Students participate in reading/crafting sentences and short texts with guidance from the teacher.
- **Collaborative Learning:** Engage students in discussions, peer interactions, and group activities to enhance speaking and listening skills.
- **Integration of Technology:** Utilize age-appropriate digital tools and resources to reinforce ELA concepts and skills.

Assessment and Evaluation

- **Formative Assessment:** Use ongoing observations, checklists, and anecdotal records to monitor students' progress in reading, writing, speaking, and listening.
- **Informal Reading Inventories:** Assess students' reading levels and comprehension through informal assessments.
- **Writing Portfolios:** Collect and analyze students' writing samples to track growth in writing skills over time.
- **Teacher-Guided Conferences:** Conduct one-on-one conversations to assess students' understanding and provide targeted feedback.

Differentiation and Support

- **Small Group Instruction:** Provide targeted support to address individual learning needs in reading, writing, or language skills.
- **Flexible Grouping:** Adjust groupings based on students' abilities and learning styles to provide tailored instruction.
- **Multi-modal Instruction:** Incorporate various teaching methods to accommodate diverse learning preferences.
- **Collaboration with Support Staff:** Work with specialists to address the needs of students requiring additional support.

This framework aims to establish a strong ELA foundation by aligning instructional practices with the NJSLS while considering the developmental needs and diverse learning styles of students.

Grade One ELA Unit	Length
Unit 1: Literacy Explorers: Diving into Texts and Ideas	9 weeks
Unit 2: Reading, Writing, and Talking About Our World	9 weeks
Unit 3: Dive into Details: Exploring Words, Pictures, and Stories	9 weeks
Unit 4: From Questions to Clear Communication: A Journey Through Reading and Writing	9 weeks

	Total	36 weeks
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Unit 1: Literacy Explorers: Diving into Texts and Ideas

Unit Goal: Students will develop foundational literacy skills by engaging with a variety of texts, asking and answering questions about key details, distinguishing between different types of texts, and demonstrating an understanding of language conventions in reading, writing, speaking, and listening. They will apply these skills to produce well-structured, coherent written and oral presentations that express their ideas clearly and accurately.

Duration: 9 weeks

Essential Questions:

- How do asking and answering questions about key details in texts help us understand and engage with what we read?
- What are the differences between literary and informational texts, and how do their features guide our understanding and use of these texts?
- Why is it important to use correct grammar, punctuation, and spelling in our writing, and how do these conventions help us communicate more clearly?
- How does the writing process (planning, revising, and editing) contribute to improving our writing and effectively conveying our ideas?
- How can active listening, asking good questions, and participating in discussions enhance our ability to communicate and understand others?

Enduring Understandings:

- Asking and answering questions about key details in both literary and informational texts deepens comprehension and enhances engagement with the content. Recognizing and using text features help us understand the purpose and structure of different types of texts.
- Different types of texts (stories and informational texts) have distinct purposes and structures. Understanding these differences helps students interpret and utilize texts more effectively.
- Mastery of language conventions such as grammar, punctuation, and spelling is essential for clear and effective communication in both writing and speaking. These conventions provide the rules and tools needed to convey ideas accurately.
- The writing process, including planning, revising, and editing, is crucial for developing and improving written communication. Engaging in these steps helps students organize and refine their ideas to produce clearer and more coherent writing.
- Effective communication involves active listening, asking and answering questions, and participating in collaborative conversations. These skills enable students to engage in meaningful discussions and express their thoughts and ideas clearly.

NJSLS:

Reading

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

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

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

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.

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

RL.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.1.1.A. Distinguish long from short vowel sounds in spoken single-syllable words.

L.RF.1.1.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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

L.RF.1.4.A Read grade-level text with purpose and understanding.

Writing

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

L.WF.1.1.A. Write the upper and lowercase alphabets from memory.

L.WF.1.1.B. Write a common grapheme (letter or letter group) for each phoneme.

L.WF.1.1.C. Orally segment the phonemes in any single syllable, spoken word.

L.WF.1.1.D. Recognize that each syllable is organized around a vowel sound.

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

L.WF.1.2. A. Short vowels and single consonants.

L.WF.1.2. B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

L.WF.1.2. C. Initial and final consonant blends (must, slab, plump).

L.WF.1.3. Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):

L.WF.1.3.A. Write sentences with increasing complexity.

L.WF.1.3.B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

- L.WF.1.3.C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
- L.WF.1.3.D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- L.WF.1.3.E. Use commas in dates and to separate single words in a series.
- L.WF.1.3.F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- L.WF.1.3.G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- L.WF.1.3.H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- L.WF.1.3.I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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

W.IW.1.2.A. Introduce a topic.

W.IW.1.2.B. Develop the topic with facts or other information and examples related to the topic.

W.IW.1.2.C. Provide a conclusion.

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

W.NW.1.3.A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.

W.NW.1.3.B. Provide dialogue and/or description and details of experiences, events, or characters.

W.NW.1.3.C. Use transitional words to manage the sequence of events.

W.NW.1.3.D. Provide a reaction to the experiences or events.

W.WP.1.4. With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.1.4.A. With prompts and support, identify audience and purpose before writing.

W.WP.1.4.B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening

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

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

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

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

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

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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

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

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language

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

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1.A. Print all upper- and lowercase letters.

L.1.1.B. Use common, proper, and possessive nouns.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2.A. Capitalize dates and names of people.

L.1.2.B. Use end punctuation for sentences.

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

L.VI.1.3.A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3.B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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).

Companion Learning Standards**9.2 Career Awareness**

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4 Life Literacies and Key Skills

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).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4 Digital Citizenship

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.4: Compare information that should be kept private to information that might be made public

9.4.2.DC.5: Explain what a digital footprint is and how it is created

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

9.4 Information/Media Literacy

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

9.4 Technology Literacy

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)..

Computers and Design Thinking

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.

Social Studies/Science/Other 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6,1-LSI-2).

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

Reading Skills	Activities
Text Type: Literary Informational	
• Understand what key details in the text are • Determine what key details are in a text • Recall key details of texts • Ask and answer questions about key details • Ask and prompt who, what where, when, why and how regarding details of a text	Key Detail Detectives Materials: 1. Short story or passage 2. Magnifying glasses (optional) 3. Sticky notes Directions: 1. Read a short story or passage aloud to the class. 2. Discuss what a “key detail” means and why it is important. 3. Have students use sticky notes to mark key details as you reread the

- Answer when prompted and use key details from the text
- Ask and answer questions about key details, with support
- Identify key story details
- Provide a description of characters in a story using key details
- Provide a description of the setting of a story using key details
- Provide a description of the major events in a story using key details
- Read a variety of narrative and informational texts
- Identify the traits of narrative texts and informational texts
- Compare and contrast narrative and informational text, focusing on how they are different
- Explain the differences between narrative and informational texts
- Determine what text features help locate important information
- Use headings to help understand text
- Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc)
- Explain the function of a narrator
- Determine the narrator who is telling a story

text.

4. Encourage students to share and explain the key details they identified.

Determining Key Details in a Text: Sorting Important vs. Unimportant Details

Materials:

1. Two baskets labeled "Important" and "Not Important"
2. Sentence strips with details from a story (some key, some less relevant)

Directions:

1. Read a story together as a class.
2. Present students with sentence strips containing details from the story.
3. Have students sort the strips into the "Important" and "Not Important" baskets.
4. Discuss why certain details are more important than others.

Recalling Key Details of Texts: Memory Match

Materials:

1. Picture cards with scenes or objects from a story
2. Word cards with details or events from the story

Directions:

1. Read a story and discuss its key details.
2. Lay out the picture and word cards face down in a grid.
3. Have students take turns flipping over two cards, trying to match a picture with the correct detail.
4. When a match is made, the student recalls the detail and explains its importance.

Asking and Answering Questions about Key Details: Question Dice

Materials:

1. Dice with question words (who, what, where, when, why, how)
2. A short story or passage

Directions:

1. Read a story or passage aloud.
2. Roll the question dice to determine which question word the students

- Identify when the narrator changes
- Interpret illustrations to develop a better understanding of the story
- Identify an illustration that helps to describe the character, setting, or events
- Explain how illustrations describe important story elements
- Identify story details that describe story elements
- Describe elements of the story using story details
- Participate in reading activities, either in a group or independently
- Articulate the purpose of the reading activities
- Model and develop engaging reading habits that lead to reading increasingly complex texts independently
- Understand how a sentence is organized
- Identify the first word of a sentence
- Identify the capitalization used to begin the sentence
- Identify the various types of end punctuation
- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Reread text to better understand what was read, when necessary

will use.

3. Ask a question related to the story using that question word.
4. Have students answer the question using key details from the text.
5. Repeat with different questions until all dice sides are used.

Describing Characters, Setting, and Major Events Using Key Details: Character, Setting, and Event Posters

Materials:

1. Large poster paper
2. Markers
3. Magazines or printed images for cut-outs

Directions:

1. Divide the class into three groups: one for characters, one for setting, and one for major events.
2. After reading a story, have each group create a poster describing their assigned element using key details from the text.
3. Encourage groups to draw, write, or collage images to represent their descriptions.
4. Display and discuss the posters as a class.

Reading a Variety of Narrative and Informational Texts: Book Exploration Stations

Materials:

1. A selection of narrative and informational books
2. Venn diagram worksheets
3. Pencils

Directions:

1. Set up stations with different narrative and informational texts.
2. Have students spend time exploring each book and filling out a Venn diagram comparing the two types.
3. After rotating through the stations, discuss as a class the differences between narrative and informational texts.

Identifying Traits and Comparing Narrative and Informational Texts: Text Feature Hunt

Materials:

1. Narrative and informational books
2. Highlighters
3. Worksheets listing text features (e.g., headings, table of contents, characters, setting)

Directions:

1. Provide students with narrative and informational books.
2. Have them use highlighters to identify different text features listed on the worksheet.
3. Discuss how these features are used differently in narrative vs. informational texts.
4. Compare findings as a class.

Understanding Sentence Structure: Sentence Builders

Materials:

1. Word cards with different parts of sentences (e.g., subject, verb, object)
2. Sentence starters on the board
3. Punctuation cards

Directions:

1. Write a sentence starter on the board (e.g., “The cat...”).
2. Have students use word cards to complete the sentence.
3. Discuss how sentences are organized, focusing on capitalization at the beginning and punctuation at the end.
4. Repeat with different sentence starters and word cards.

Explaining the Function of a Narrator: Who’s Telling the Story?

Materials:

1. Two short stories with different narrators (one first-person, one third-person)
2. Chart paper
3. Markers

Directions:

1. Read two short stories with different narrators.
2. Discuss with the class who is telling each story and how it affects the

	storytelling. 3. Create a chart comparing the role of the narrator in each story. 4. Have students identify when the narrator might change in other stories. Interpreting Illustrations to Understand Story Elements: Picture It! 1. Materials: 2. Storybook with rich illustrations 3. Blank paper 4. Crayons or markers Directions: 1. Read a storybook aloud, pausing to discuss the illustrations. 2. Ask students to describe what they see in the pictures and how it helps them understand the story. 3. Have students draw their own illustrations for a part of the story, focusing on key details. 4. Share and discuss their drawings with the class.
Writing Skills	Activities
Writing Focus: Use the writing process to create Informative/explanatory writing Narrative writing	
• Discern facts from opinion • Introduce a topic that is well known • Include some facts about a topic • Write a closing statement • Tell events in a sequence • Describe events using details	Discern Facts from Opinion: Fact or Opinion Sort Materials 1. Sentence strips with facts and opinions 2. T-chart labeled "Facts" and "Opinions" 3. glue sticks Directions: 1. Provide students with sentence strips that contain both facts and opinions about a familiar topic (e.g., animals, school). 2. Students will read each sentence, determine whether it is a fact or an opinion, and then glue it under the correct heading on the T-chart.

- Use sequence words to show order of events
(e.g., now, when, then) • End with a closing sentence
- Explain what was written when questions are asked by adults and peers • Reflect on writing and make changes
- Add descriptive words and details
- Attempt to recognize and correct spelling, grammar and punctuation errors

Introduce a Topic that is Well Known: Topic Introduction Poster

Materials:

1. Chart paper
2. Markers
3. Topic cards (e.g., "My Family," "My Pet," "School Day")

Directions:

1. Each student selects a topic card and writes a sentence introducing the topic on chart paper. For example, "I have a dog named Max."
2. Display the posters around the room for a gallery walk.

Include Some Facts About a Topic: Fact Collection Booklet

Materials:

1. Construction paper
2. Blank sheets
3. Crayons
4. Pencils

Directions:

1. After introducing a topic, students will create a small booklet where they write one fact on each page.
2. Encourage students to add an illustration to go along with each fact.

Write a Closing Statement: Closing Statement Practice

Materials:

1. Writing prompts
2. Lined paper

Directions:

1. Provide students with a writing prompt (e.g., "What did you do over the weekend?").
2. After they write about their topic, guide them in writing a closing sentence such as, "I had a great weekend!" or "That's why I love playing outside."

Tell Events in a Sequence: Sequence Strip Writing

Materials:

1. Blank sequence strips (with three to four boxes)

2. Pencils
3. Crayons

Directions:

1. Students will draw pictures and write sentences in each box to show the sequence of events for a simple activity (e.g., "Brushing My Teeth").
2. Encourage them to start with what happened first, next, then, and last.

Describe Events Using Details: Detail Detective

Materials:

1. Writing samples (with and without details)
2. Highlighters
3. Writing journals

Directions:

1. Show students two writing samples: one with many details and one with few.
2. Discuss which one is more interesting and why.
3. Then, ask students to write about an event and encourage them to be "Detail Detectives" by adding as many specific details as possible.

Use Sequence Words to Show Order of Events: Sequence Word Challenge

Materials:

1. Story cards (pictures depicting a sequence of events)
2. Sequence words chart (e.g., first, next, then, last)
3. Writing paper

Directions:

1. Give students a set of story cards and ask them to put the cards in order.
2. Then, they will write a story using the sequence words to describe what happened in the correct order.

End with a Closing Sentence: Sentence Completion

Materials:

1. Sentence starters

2. Lined paper

Directions:

1. Provide students with a simple sentence starter like “That’s why...” or “In the end...”.
2. Have them complete the sentence to effectively close their writing.

Explain What Was Written When Questions Are Asked by Adults and Peers: Peer Review Sessions

Materials:

1. Writing samples
2. Discussion cards with questions (e.g., “Why did you write about this?”)

Directions:

1. Pair students and have them read each other’s writing.
2. Using discussion cards, they will ask questions about each other's work.
3. The writer explains and clarifies their choices.

Reflect on Writing and Make Changes: Editing Checklist

Materials:

1. Writing pieces
2. Editing checklists (including checking for spelling, grammar, punctuation, and details)
3. Pencils

Directions:

1. After writing, students use an editing checklist to reflect on their work.
2. They mark items off as they review and make changes where needed.

Add Descriptive Words and Details: Descriptive Word Hunt

Materials:

1. Mentor texts
2. Highlighters
3. Writing journals

Directions:

1. Read a mentor text and have students highlight descriptive words.

	2. Then, ask them to revise a piece of their writing to include at least three descriptive words or phrases. Attempt to Recognize and Correct Spelling, Grammar, and Punctuation Errors: Grammar and Spelling Detective Materials: 1. Writing samples with intentional errors 2. Red pens 3. Editing checklists 4. Directions: 5. Provide students with writing samples that have spelling, grammar, and punctuation errors. 6. Students act as “Grammar Detectives” by finding and correcting the mistakes.
Speaking and Listening Skills	Activities
Task type: Respond to and interact with peers in small & whole group discussion	
• Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) • Ask and answer questions about a text read aloud or information through other media to better student understanding	Participate in Structured Conversation: Circle Time Discussions Materials: 1. Picture books 2. Discussion prompts Directions: 1. During circle time, read a short picture book aloud. 2. After reading, ask the students to discuss their favorite part of the story. 3. Encourage them to take turns speaking, ensuring everyone has a chance to share. Follow Agreed-Upon Rules for Listening and Speaking: Talking Stick Materials:

- Practice asking questions for clarification of key details
- Actively listen to presented information to answer questions
- Use strategies for asking questions that are on a topic
- Use strategies for understanding and answering questions asked of them
- Describe familiar people
- Tell about familiar places
- Describe memorable events
- Explain familiar events
- Report facts and details about experiences feelings and emotions
- Add visuals in order to present detailed information to others
- Construct drawings or gather other visual media when describing
- Present information to others using appropriate visual displays to clearly express ideas
- Express thoughts and feelings and ideas in complete sentences
- Speak audibly to naturally express idea

1. A decorated talking stick or object

Directions:

1. Establish a rule that only the person holding the talking stick can speak.
2. Pass the stick around during a discussion about a story or a shared experience.
3. Emphasize listening and waiting for a turn.

Develop Active Listening and Group Discussion Skills: Listen and Respond

Materials:

1. A short story, response cards (e.g., thumbs up/down)

Directions:

1. Read a short story to the class.
2. Afterward, ask students questions about the story.
3. They will respond by holding up a card.
4. This encourages them to listen carefully to respond correctly.

Ask and Answer Questions About a Text Read Aloud: Q&A Relay

Materials:

1. A storybook
2. Question cards

Directions:

1. Read a story aloud.
2. After the reading, students take turns picking a question card related to the text and answering it.
3. Encourage them to ask follow-up questions to deepen understanding.

Practice Asking Questions for Clarification: Clarifying Questions

Materials:

1. Visual aids (e.g., pictures or diagrams)

Directions:

1. Present a complex image or story.
2. Encourage students to ask questions about any part they don't understand.
3. Guide them in forming clear, focused questions.

Actively Listen to Answer Questions: Listening Pairs

Materials:

1. Short audio story or video clip

Directions:

1. Play an audio story or video clip.
2. Afterward, students pair up and take turns asking and answering questions about the content.
3. Emphasize listening carefully to answer accurately.

Use Strategies for Asking On-Topic Questions: Question Cube

Materials:

1. A cube with question words (who, what, where, etc.) on each side

Directions:

1. After reading a story, pass around the question cube.
2. Students roll the cube and ask a question based on the word they land on.
3. Guide them in asking questions that relate to the story.

Describe Familiar People: Family Portrait Sharing

Materials:

1. Family photos or drawings

Directions:

1. Have students bring in a photo or drawing of a family member.
2. Each student takes turns describing their family member to the class, focusing on physical traits and personality.

Tell About Familiar Places: My Favorite Place

Materials:

1. Drawing paper
2. Crayons

Directions:

1. Students draw their favorite place (e.g., their bedroom, a park).
2. They then share their drawing with the class, describing why it's special to them and what they like to do there.

Describe Memorable Events: Event Show-and-Tell

Materials:

1. A personal item or souvenir from a memorable event

Directions:

1. Students bring an item related to a memorable event (e.g., a trip or celebration).
2. They share the item and describe the event in detail, focusing on who was there, what happened, and why it was memorable.

Explain Familiar Events: Story Sequencing

Materials:

1. Sequence cards
2. Story prompts

Directions:

1. Provide students with cards showing different stages of a familiar event (e.g., baking cookies).
2. Students arrange the cards in the correct order and explain the event step by step.

Report Facts and Details About Experiences: Experience Journal

Materials:

1. Journals
2. Pencils

Directions:

1. Students write about a recent experience (e.g., a visit to the zoo).
2. They then share their journal entry with a partner or the class, reporting on the key facts and details of their experience.

Add Visuals to Present Information: Picture Presentation

Materials:

1. Drawing paper
2. Markers

Directions:

1. After learning about a topic, students create a drawing to represent what they learned.
2. They then present their drawing to the class, explaining how it relates

to the topic.

Construct Drawings or Gather Visual Media: Visual Storytelling

Materials:

1. Magazines
2. Scissors
3. Glue
4. Poster board

Directions:

1. Students create a collage from magazine cut-outs to tell a story.
2. They then present their collage, describing each part of the story and how the visuals help tell it.

Present Information Using Visual Displays: Show-and-Tell Presentation

Materials:

1. Personal items, photos, or artwork

Directions:

1. Students bring an item from home that they want to share with the class.
2. They create a simple visual display (e.g., a poster or slideshow) and present it, explaining why the item is important to them.

Express Thoughts and Ideas in Complete Sentences: Complete Sentence Challenge

Materials:

1. Sentence starters
2. Index cards

Directions:

1. Provide students with a sentence starter (e.g., "I like to...").
2. Each student completes the sentence and shares it with the class, making sure to use a complete sentence.

Speak Audibly to Express Ideas Naturally: Storytelling Circle

Materials: None

Directions:

1. Students take turns sitting in a special chair and telling a short story or

	sharing an idea with the class. 2. Emphasize speaking clearly and audibly so everyone can hear and understand.
Language Skills	Activities
Skill focus: Demonstrate command of standard English grammar and mechanics when writing or speaking	
• Form all upper and lowercase letters with appropriate sizing and spacing • Identify common and proper nouns and provide examples of each • Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading) • Recognize the names of people, days of the week, and months of the year • Capitalize the appropriate words in the date and the names of people • Identify different types of end punctuation • Apply appropriate end punctuation to writing • Group words into categories that logically fit together • Explain why the words belong in a group • Use vocabulary accurately in speaking and writing • Demonstrate using conjunctions in	Form All Upper and Lowercase Letters with Appropriate Sizing and Spacing: Alphabet Tracing and Sharing Materials: 1. Lined paper 2. Pencils 3. Alphabet charts Directions: 1. Students will trace upper and lowercase letters on lined paper, ensuring proper sizing and spacing. 2. After tracing, they will share their work with a partner and explain how they formed each letter. Identify Common and Proper Nouns and Provide Examples of Each: Noun Sorting Game Materials: 1. Word cards with common and proper nouns 2. Sorting mats Directions 1. Students will sort word cards into two categories: common nouns and proper nouns. 2. They will then provide examples of each and share with the class. Identify Possessive Nouns and Provide Examples: Possessive Noun Match Materials: 1. Word cards with nouns

speaking and writing

- Listen, share and read a variety of texts
- Use new words and phrases when writing, reading and responding to texts

2. Possessive noun labels

Directions:

1. Students will match nouns with their possessive forms using labels (e.g., "dog" with "dog's").
2. They will then create sentences using possessive nouns and share them.

Recognize the Names of People, Days of the Week, and Months of the Year: Calendar and Name Recognition

Materials:

1. Calendar
2. Name tags
3. Whiteboard

Directions:

1. Students will circle the days of the week and months of the year on a calendar.
2. They will also identify and write the names of classmates, ensuring correct capitalization.

Capitalize the Appropriate Words in the Date and the Names of People: Capitalization Challenge

Materials:

1. Sentence strips
2. Markers

Directions:

1. Students will receive sentence strips with dates and names written in lowercase.
2. They will correct the sentences by capitalizing the appropriate words and share their corrected sentences.

Identify Different Types of End Punctuation: Punctuation Detectives

Materials:

1. Sentences with missing punctuation
2. Punctuation marks (period, question mark, exclamation point)

Directions:

1. Students will identify the missing punctuation in sentences and place

- the correct punctuation mark at the end.
2. They will explain their choices to the class.

Apply Appropriate End Punctuation to Writing: Writing Workshop

Materials:

1. Writing prompts
2. Lined paper
3. Pencils

Directions:

1. Students will write short sentences based on prompts, ensuring they use the correct end punctuation.
2. They will peer review each other's work, checking for correct punctuation.

Group Words into Categories that Logically Fit Together: Word Categorization

Materials:

1. Word cards
2. Sorting trays

Directions:

1. Students will group word cards into logical categories (e.g., animals, foods).
2. They will explain why the words belong in each group and discuss any common characteristics.

Explain Why the Words Belong in a Group: Category Explanation Circle

Materials:

1. Word lists
2. Whiteboard

Directions:

1. After grouping words, students will sit in a circle and take turns explaining why their words belong in their chosen group.
2. The teacher will facilitate discussion and ask probing questions.

Use Vocabulary Accurately in Speaking and Writing: Vocabulary Storytime

Materials:

1. Vocabulary word lists
2. Story starters
3. Writing paper

Directions:

1. Students will choose a set of vocabulary words and create a short story using them.
2. They will read their stories aloud to the class, focusing on using the words accurately.

Demonstrate Using Conjunctions in Speaking and Writing: Conjunction Connections

Materials:

1. Sentence strips
2. Conjunction cards (and, but, so, because)

Directions:

1. Students will combine simple sentences using conjunctions provided on cards.
2. They will then write or say their new sentences and explain how the conjunction changes the meaning.

Listen, Share, and Read a Variety of Texts: Book Club Sharing

Materials:

1. Picture books
2. Story starters

Directions:

1. In small groups, students will listen to a story read aloud and then share their favorite part or a new word they learned.
2. They will take turns reading short passages to the group.

Use New Words and Phrases When Writing, Reading, and Responding to Texts: Word Wall Writing

Materials:

1. Word wall
2. Writing journals
3. Pencils

Directions:

1. Students will select new words from the word wall to use in their daily writing.
2. They will share their sentences with a partner, focusing on using the words in context.

Resources

Mentor Texts:

1. *The Snowy Day* by Ezra Jack Keats
2. *Owl Moon* by Jane Yolen
3. *Frog and Toad Are Friends* by Arnold Lobel
4. *A Tree Is Nice* by Janice May Udry
5. *The Day the Crayons Quit* by Drew Daywalt - Great for discussing opinion vs. fact, descriptive language, and sequence.
6. *First Day Jitters* by Julie Danneberg - Excellent for discussing sequence, emotions, and closing statements.
7. *If You Give a Mouse a Cookie* by Laura Numeroff - Useful for teaching sequence and cause-and-effect relationships.
8. *The Very Hungry Caterpillar* by Eric Carle - For practicing sequence words and understanding the order of events.
9. *Harold and the Purple Crayon* by Crockett Johnson
10. *Chrysanthemum* by Kevin Henkes
11. *Click, Clack, Moo: Cows That Type* by Doreen Cronin
12. *Interrupting Chicken* by David Ezra Stein
13. *Knuffle Bunny* by Mo Willems
14. *Where the Wild Things Are* by Maurice Sendak
15. *Last Stop on Market Street* by Matt de la Peña
16. *Owl Moon* by Jane Yolen
17. *The Relatives Came* by Cynthia Rylant
18. *Tar Beach* by Faith Ringgold
19. *A Chair for My Mother* by Vera B. Williams
20. *If You Give a Mouse a Cookie* by Laura Numeroff
21. *The Kissing Hand* by Audrey Penn
22. *The Tiny Seed* by Eric Carle

Websites

<http://readingandwritingproject.org/>

http://www.nwp.org/cs/public/print/resource_topic/teaching_reading

<http://www.sightwords.com/>

<https://fcrr.org/student-center-activities/kindergarten-and-first-grade>

www.lindahoyt.com/tips.html

<http://www.readwritethink.org/>

<http://readingandwritingproject.org/>

<http://www.schrockguide.net/>

<http://twowritingteachers.wordpress.com>

www.lindahoyt.com/tips.html

http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

<http://www.seymoursimon.com/index.php/blog/>

23. *The Art Lesson* by Tomie dePaola
 24. *The Lion and the Mouse* by Jerry Pinkney
 25. *My Name Is Yoon* by Helen Recorvits

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

-Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	-Expose students to beyond level texts
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Unit 2: Reading, Writing, and Talking About Our World

Unit Goal:In this unit, students will develop foundational skills in reading, writing, speaking, listening, and language. They will engage with various literary and informational texts, learning to ask and answer questions about key details, identify characters, settings, and events, and describe connections between ideas. Through guided activities, students will master the basics of phonics, word recognition, and sentence structure while also practicing the conventions of writing, including punctuation, capitalization, and spelling. Collaborative conversations will help students build on each other's ideas, ask clarifying questions, and express their thoughts clearly, using visual aids when appropriate. The unit will also focus on expanding vocabulary, understanding word meanings, and applying language skills across reading, writing, and speaking tasks.
Duration: 9 weeks
Essential Questions: ● How can we identify the key details in a story or text? ● Why is it important to ask and answer questions when reading or listening to a text? ● How do language conventions like capitalization and punctuation help us communicate effectively? ● In what ways do illustrations and text features help us understand a story or informational text? ● How do we describe our ideas and feelings clearly when speaking or writing? ● What strategies can we use to determine the meaning of new or unfamiliar words? ● How does collaborating with others help us understand and communicate ideas better?
Enduring Understandings: ● Understanding and identifying key details in literary and informational texts are essential for comprehension and effective communication. ● Mastery of language conventions, including grammar, punctuation, and spelling, enhances clarity and accuracy in both written and spoken communication.

- Asking and answering questions about texts and discussions helps deepen understanding and resolve confusion.
- Using language to describe people, places, and events with relevant details helps convey ideas and emotions clearly.
- Participating in discussions with peers fosters deeper learning and helps build communication skills.

NJSLS:

Reading

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

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

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

L.VL.1.2.A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.

L.VL.1.2.B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

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.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.

L.RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

L.RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

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

RF.1.3.A. Know the spelling-sound correspondences for common

RF.1.3.B. Decode regularly spelled one-syllable words.

RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.

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

L.RF.1.4.A Read grade-level text with purpose and understanding.

L.RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Writing:

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

L.WF.1.1.A. Write the upper and lowercase alphabets from memory.

L.WF.1.1.B. Write a common grapheme (letter or letter group) for each phoneme.

L.WF.1.1.C. Orally segment the phonemes in any single syllable, spoken word.

L.WF.1.1.D, Recognize that each syllable is organized around a vowel sound.

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

L.WF.1.2. A. Short vowels and single consonants.

L.WF.1.2. B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

L.WF.1.2. C. Initial and final consonant blends (must, slab, plump).

L.WF.1.3. Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):

L.WF.1.3.A. Write sentences with increasing complexity.

L.WF.1.3.B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

L.WF.1.3.C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.

L.WF.1.3.D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

L.WF.1.3.E. Use commas in dates and to separate single words in a series.

L.WF.1.3.F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

L.WF.1.3.G. Write statements in response to questions, and questions transformed from statements, using conventional word order.

L.WF.1.3.H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

L.WF.1.3.I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

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

W.NW.1.3.A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.

W.NW.1.3.B. Provide dialogue and/or description and details of experiences, events, or characters.

W.NW.1.3.C. Use transitional words to manage the sequence of events.

W.NW.1.3.D. Provide a reaction to the experiences or events.

W.WP.1.4. With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.1.4.A. With prompts and support, identify audience and purpose before writing.

W.WP.1.4.B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening

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

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

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not

understood.

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

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

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language:

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

L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1.A. Print all upper- and lowercase letters.

L.1.1.B. Use common, proper, and possessive nouns.

L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2.A. Capitalize dates and names of people.

L.1.2.B. Use end punctuation for sentences.

L.1.2.C. Use commas in dates and to separate single words in a series. L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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

L.VI.1.3.A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3.B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.VI.1.3.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).

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).

Companion Learning Standards

9.2 Career Awareness

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4 Life Literacies and Key Skills

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).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).-9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4 Digital Citizenship

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.4: Compare information that should be kept private to information that might be made public

9.4.2.DC.5: Explain what a digital footprint is and how it is created

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

9.4 Information/Media Literacy

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

9.4 Technology Literacy

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)..

Computers and Design Thinking

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.

Social Studies/Science/Other 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6,1-LSI-2).

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

Reading Skills	Activities
Text Type: Literary	

Informational

- Understand what key details are
- Determine what key details are in a text
- Recall key details of texts
- Ask and answer questions about key details
- Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text
- Ask and answer questions about key details, with support
- Identify key story details
- Provide a description of characters in a story using key details
- Provide a description of the setting of a story using key details
- Provide a description of the major events in a story using key details
- Identify the key people, events, ideas, or information in a text
- Explain how two individuals, events, ideas or pieces of information are linked
- Identify words in text where the meaning is unclear or unknown
- Ask and answer questions to help understand what

Understand What Key Details Are: Detail Detective

Materials:

1. Storybook
2. Magnifying glass cutouts
3. Sticky notes

Directions:

1. Read a short story to the class.
2. After reading, hand out magnifying glass cutouts and sticky notes.
3. Have students listen as you reread a section and then ask them to identify a key detail by writing or drawing it on a sticky note.
4. Students can stick their notes on a board under a "Key Details" heading.

Determine What Key Details Are in a Text: Key Detail Hunt

Materials:

1. Short informational text
2. Highlighters
3. Worksheet

Directions:

1. Provide students with an informational text and have them work in pairs to highlight what they think are key details.
2. Afterward, they discuss their choices with the class, and you can chart their responses on a large poster.

Recall Key Details of Texts: Story Retelling Wheel

Materials:

1. Storybook
2. Retelling wheel (divided into beginning, middle, end)
3. Markers

Directions:

1. After reading a story, have students use the retelling wheel to recall key details from the beginning, middle, and end of the story.
2. Students can draw or write a sentence in each section of the wheel.

words and phrases mean in the text

- Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content
- Use strategies when faced with an unknown word
- Determine the difference between information gained by examining pictures and information gained from the words in the text
- Identify the difference between what pictures show and what the words in the text say
- Interpret illustrations to develop a better understanding of the text
- Identify an illustration that helps describe the key details
- Explain how illustrations describe important key details
- Describe a text using the details
- Participate in reading activities, either in a group or independently
- Articulate the purpose of the reading activities
- Model and develop engaging reading habits that lead to reading increasingly complex texts independently
- Understand how a sentence is organized
- Identify the first word of a sentence
- Identify the capitalization used to begin the sentence

Ask and Answer Questions About Key Details: Question & Answer Cards

Materials:

1. Question cards (who, what, where, when, why, how)
2. Storybook

Directions:

1. After reading a story, distribute question cards to students.
2. Each student asks a question related to their card (e.g., "Who was the main character?") and another student answers using key details from the text.

Ask and Prompt Who, What, Where, When, Why, and How Regarding Details of a Text: Five W's & H Chart

Materials:

1. Chart paper
2. Markers
3. Storybook

Directions:

1. After reading, create a chart with columns for Who, What, Where, When, Why, and How.
2. Have students help fill in the chart by answering questions that relate to the story's details.

Answer When Prompted and Use Key Details from the Text: Prompt and Response

Materials:

1. Storybook
2. Whiteboard
3. Markers

Directions:

1. Read a story aloud and pause at various points.
2. Prompt students with questions like "What did the character do next?" or "Where did the story take place?"
3. Encourage them to answer using specific details from the text.

Ask and Answer Questions About Key Details, With Support: Guided

- Identify the various types of end punctuation
- Identify long and short vowel sounds in single syllable words
- Produce the sound for each letter and blend to make a word
- Take apart a word by sounds
- Discern letter sounds at the beginning, middle, and end of words
- Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words
- Identify digraphs in orally produced words
- Produce the letters that make the sounds in words with digraphs
- Use specific strategies to decode words with digraphs
- Produce the letter sounds to make a one-syllable word
- Identify irregularly spelled words when reading
- Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding
- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud

Questioning

Materials:

1. Storybook
2. Questioning cards
3. Visual aids

Directions:

1. During a read-aloud, use visual aids to support comprehension.
2. Pause and ask guiding questions about key details.
3. Offer support by providing sentence starters or picture cues.

Identify Key Story Details: Story Map

Materials:

1. Story map template
2. Storybook
3. Crayons

Directions:

1. After reading, have students complete a story map that includes characters, setting, problem, and solution.
2. Encourage them to fill in the map using key details from the story.

Provide a Description of Characters in a Story Using Key Details: Character Collage

Materials:

1. Storybook
2. Magazines
3. Scissors
4. Glue
5. Large paper

Directions:

1. Read a story and discuss the characters.
2. Have students create a collage of one character using images from magazines.
3. They can also write key details about the character around the collage.

Provide a Description of the Setting of a Story Using Key Details: Setting Diorama

- Reread text to better understand what was read, when necessary

Materials:

1. Shoeboxes
2. Construction paper
3. Markers
4. Glue
5. Small figures

Directions:

1. After discussing the setting of a story, have students create a diorama that represents the setting using key details from the text.

Provide a Description of the Major Events in a Story Using Key Details: Event Timeline

Materials:

1. Storybook
2. Sentence strips
3. Markers

Directions:

1. After reading, have students write down major events on sentence strips.
2. Arrange the strips in chronological order to create a timeline of the story.

Identify the Key People, Events, Ideas, or Information in a Text: Fact Finder

Materials:

1. Informational text
2. Sticky notes
3. Highlighters

Directions:

1. Provide students with an informational text.
2. Have them highlight or write down key people, events, or ideas on sticky notes and place them on a "Fact Finder" board.

Explain How Two Individuals, Events, Ideas, or Pieces of Information Are Linked: Linking Chains

Materials:

1. Paper strips
2. Markers
3. Informational text

Directions:

1. After reading, give students paper strips to write down two related events or ideas.
2. Link the strips together to form a chain that shows the connections.

**Identify Words in Text Where the Meaning Is Unclear or Unknown:
Word Detective**

Materials:

1. Storybook
2. Detective hats
3. Magnifying glass cutouts
4. Sticky notes

Directions:

1. Read a story aloud and ask students to wear their detective hats.
2. As you read, pause at difficult words and ask students to write them down on sticky notes.
3. After reading, work together to define these words.

Ask and Answer Questions to Help Understand What Words and Phrases Mean in the Text: Meaning Match

Materials:

1. Storybook
2. Index cards
3. Markers

Directions:

1. Write difficult words from a story on index cards.
2. After reading, have students draw a card and work with a partner to discuss what the word might mean based on the context.

Provide a Statement or Other Expression That Shows Understanding of Unknown Words in a Literary or Informational Text, Using Story Content: Context Clues Chart

Materials:

1. Chart paper
2. Markers
3. Storybook

Directions:

1. After reading a story, choose a difficult word and create a chart with columns for "Word," "Guess," and "Clue from Text."
2. Fill in the chart together using context clues from the story.

Use Strategies When Faced with an Unknown Word: Word Strategy Poster

Materials:

1. Large poster paper
2. Markers
3. Storybook

Directions:

1. Create a poster listing strategies for figuring out unknown words (e.g., "Look at the picture," "Sound it out," "Reread the sentence").
2. Practice these strategies with students during a read-aloud.

Determine the Difference Between Information Gained by Examining Pictures and Information Gained from the Words in the Text: Picture vs. Words

Materials:

1. Storybook
2. Venn diagram worksheet

Directions:

1. Read a story and then discuss what information was provided by the pictures and what was provided by the words.
2. Use a Venn diagram to compare and contrast the two.

Identify the Difference Between What Pictures Show and What the Words in the Text Say: Picture vs. Text Cards

Materials:

1. Storybook
2. Index cards
3. Markers

Directions:

1. Create two sets of cards, one with images from the story and one with text descriptions.
2. Have students match the pictures to the correct text and discuss any differences.

**Interpret Illustrations to Develop a Better Understanding of the Text:
Illustration Interpretation**

Materials:

1. Picture book
2. Drawing paper
3. Crayons

Directions:

1. Show students an illustration from a story without reading the text.
2. Have them draw or write what they think is happening based on the picture. Then, read the text and compare their interpretations with the story.

**Identify an Illustration That Helps Describe the Key Details: Key Detail
Draw**

Materials:

1. Storybook
2. Drawing paper
3. Crayons

Directions:

1. After reading a story, ask students to pick an illustration that shows a key detail.
2. Have them draw the detail and write a sentence explaining why it is important.

**Explain How Illustrations Describe Important Key Details: Illustration
Analysis**

Materials:

1. Storybook
2. Chart paper
3. Markers

Directions:

1. After reading, choose an illustration and discuss how it adds to the understanding of the story.
2. Chart students' observations and connect them to key details in the text.

Describe a Text Using the Details: Detail Description

Materials:

1. Storybook
2. Worksheet with prompts

Directions:

1. After reading a story, have students fill out a worksheet that prompts them to describe the text by answering questions like "What happened first?" and "Who was the main character?"

**Participate in Reading Activities, Either in a Group or Independently:
Reading Buddies**

Materials:

1. Storybooks
2. Reading logs

Directions:

1. Pair students with a reading buddy.
2. Each pair takes turns reading a page of a story aloud and discussing it.
3. Afterward, they log what they read and one thing they learned.

Articulate the Purpose of the Reading Activities: Purpose Poster

Materials:

1. Large poster paper
2. Markers

Directions:

1. Create a classroom poster with the heading "Why We Read."
2. As students participate in reading activities, add their ideas to the poster, such as "To learn new words" or "To have fun."

**Model and Develop Engaging Reading Habits That Lead to Reading
Increasingly Complex Texts Independently: Reading Star Chart**

Materials:

1. Star stickers
2. Reading logs
3. Various leveled books

Directions:

1. Create a chart where students can place a star every time they finish a book.
2. Encourage them to choose books that are slightly more challenging each time.
3. Celebrate when they reach a new reading level.

Understand How a Sentence Is Organized: Sentence Puzzle

Materials:

1. Sentence strips
2. Scissors

Directions:

1. Write a sentence on a strip and cut it into individual words.
2. Give the pieces to students and have them arrange the words to form a correct sentence.
3. Discuss the structure together.

Identify the First Word of a Sentence: First Word Circle

Materials:

1. Sentence strips
2. Markers

Directions:

1. Write several sentences on strips and give them to students.
2. Ask them to identify and circle the first word in each sentence.
3. Discuss why the first word is important.

Identify the Capitalization Used to Begin the Sentence: Capital Letter Hunt

Materials:

1. Storybook
2. Sticky notes

Directions:

1. During a read-aloud, pause and have students identify the capitalized first word of each sentence by placing a sticky note next to it.
2. Discuss why sentences start with a capital letter.

Identify the Various Types of End Punctuation: Punctuation Match

Materials:

1. Sentence strips
2. Punctuation cards

Directions:

1. Write sentences on strips and leave off the punctuation.
2. Provide students with punctuation cards and have them match the correct punctuation to each sentence.

Identify Long and Short Vowel Sounds in Single-Syllable Words: Vowel Sound Sort

Materials:

1. Word cards
2. Two baskets (labeled "Long Vowel" and "Short Vowel")

Directions:

1. Provide students with word cards and have them sort the words into the correct basket based on whether they have a long or short vowel sound.

Produce the Sound for Each Letter and Blend to Make a Word: Sound It Out

Materials:

1. Letter tiles
2. Word cards

Directions:

1. Give students letter tiles and a word card.
2. Have them say each sound as they place the tiles together to form the word. Repeat with different words.

Take Apart a Word by Sounds: Sound Segmentation

Materials:

1. Word cards

2. Elkonin boxes (sound boxes)

Directions:

1. Provide students with a word card and Elkonin boxes.
2. Have them place a marker in each box as they say the sounds in the word.
3. Discuss the beginning, middle, and end sounds.

**Discern Letter Sounds at the Beginning, Middle, and End of Words:
Sound Spotter**

Materials:

1. Word list
2. Markers

Directions:

1. Give students a list of words.
2. As you say each word, have them mark the beginning, middle, and end sounds using different colors.
3. Discuss the patterns they notice.

**Pronounce Letter Sounds at the Beginning, Middle, and End of a Word,
Including the Vowel Sound in C-V-C Words: C-V-C Word Practice**

Materials:

1. C-V-C word cards
2. Markers

Directions:

1. Show students a C-V-C word card and have them say the word, emphasizing the beginning, middle (vowel), and end sounds.
2. Repeat with various cards.

Identify Digraphs in Orally Produced Words: Digraph Detectives

Materials:

1. Digraph word cards
2. Magnifying glasses

Directions:

1. Give students magnifying glasses and word cards containing digraphs.
2. Have them identify the digraphs by underlining them with a marker.

Produce the Letters That Make the Sounds in Words with Digraphs: Digraph Writing

Materials:

1. Chalkboard
2. Chalk
3. Word list

Directions:

1. Write words with digraphs on the board.
2. Have students come up one at a time to underline the digraph and then rewrite the word, emphasizing the digraph letters.

Use Specific Strategies to Decode Words with Digraphs: Decoding Practice

Materials:

1. Digraph word cards
2. Decoding chart

Directions:

1. Provide students with word cards and a decoding chart that includes strategies like "Look at the digraph," "Blend the sounds," etc. Practice decoding words together.

Produce the Letter Sounds to Make a One-Syllable Word: Build-a-Word

Materials:

1. Letter tiles
2. One-syllable word cards

Directions:

1. Provide students with letter tiles and word cards.
2. Have them build the word by saying each sound as they place the tiles together.

Identify Irregularly Spelled Words When Reading: Sight Word Bingo

Materials:

1. Bingo cards with irregularly spelled words
2. Markers

Directions:

1. Play bingo using sight words that are irregularly spelled.

2. Call out a word and have students mark it on their cards.
3. The first to get five in a row wins.

Understand That Vowel Patterns and Knowledge of Final -e Contribute to Spelling and Decoding: Silent E Magic

Materials:

1. Word cards (with and without final -e)
2. Markers

Directions:

1. Show students how adding a final -e changes a word (e.g., "hat" to "hate").
2. Practice with different word cards and have students identify the new vowel sound.

Understand Grade-Level Text When Reading - Guided Reading

Materials:

1. Leveled readers
2. Reading logs

Directions:

1. Work with small groups to read grade-level texts.
2. Monitor their understanding by asking questions and having them retell the story.
3. Track progress in reading logs.

Read Grade-Level Text Aloud, Making Minimal Errors -mRead Aloud Practice

Materials:

1. Leveled books
2. Reading logs

Directions:

1. Have students practice reading grade-level texts aloud to a partner or in small groups.
2. Encourage them to correct any mistakes and track their reading in a log.

Use an Appropriate Rate When Reading Aloud - Pacing Practice

	Materials: 1. Leveled readers 2. Stopwatch Directions: 1. Have students read aloud while you time them. 2. Discuss their pacing and encourage them to adjust their speed as needed. Repeat the activity to monitor improvement. Use Appropriate Expression and Inflection When Reading Text Aloud - Expression Exploration Materials: 1. Storybook 2. Puppets or props Directions: 1. Use puppets or props to have students practice reading aloud with expression. 2. Encourage them to match their tone and inflection to the mood of the story. Reread Text to Better Understand What Was Read, When Necessary- Reread for Understanding Materials: 1. Storybook 2. Sticky notes Directions: 1. If students struggle with understanding a passage, have them reread it and use sticky notes to mark any confusing parts. 2. Discuss the text together afterward to clarify understanding.
Writing Skills	Activities
Writing Focus: Use the writing process to create Informative/explanatory writing Narrative writing	

- Discern facts from opinion
- Introduce a topic that is well known
- Include some facts about a topic
- Write a closing statement
- Tell events in a sequence
- Describe events using details
- Use sequence words to show order of events (e.g., now, when, then)
- End with a closing sentence
- Explain what was written when questions are asked by adults and peers
- Reflect on writing and make changes
- Add descriptive words and details
- Attempt to recognize and correct spelling, grammar and punctuation errors

Discern Facts from Opinion - Fact or Opinion Sorting

Materials:

1. Sentence strips with facts and opinions
2. Sorting mats

Directions:

1. Students will receive sentence strips and sort them into two categories: fact or opinion.
2. They will discuss why each sentence belongs in its category and share examples of their own.

Introduce a Topic that is Well Known - Topic Introduction Poster

Materials:

1. Large paper
2. Markers
3. Pictures of familiar topics (e.g., animals, family, favorite activities)

Directions:

1. Students will choose a well-known topic and create a poster introducing it.
2. They will write a sentence or two at the top of the poster to introduce their topic and share it with the class.

Include Some Facts About a Topic - Fact Finding Mission

Materials:

1. Nonfiction books
2. Writing paper
3. Pencils

Directions:

1. After selecting a familiar topic, students will find three facts about it in nonfiction books.
2. They will write down the facts and share them in a short paragraph.

Write a Closing Statement - Paragraph Wrap-Up

Materials:

1. Writing paper
2. Pencils

Directions:

1. Students will write a short paragraph about a familiar topic, making sure to include a closing statement that summarizes or concludes their thoughts.
2. They will share their paragraphs with a partner.

Tell Events in a Sequence - Story Sequence Chart

Materials:

1. Sequence chart
2. Story cards
3. Writing paper

Directions:

1. Students will organize story events on a sequence chart, using the order in which they happened.
2. They will then write a short story or retell the story in sequence, using the chart as a guide.

Describe Events Using Details - Detail Detective

Materials:

1. Writing prompts
2. Magnifying glasses (optional)
3. Writing paper

Directions:

1. Students will write about a given event (e.g., a trip to the park) and add as many details as possible.
2. They will be encouraged to describe sights, sounds, smells, and feelings to paint a vivid picture.

Use Sequence Words to Show Order of Events (e.g., now, when, then) - Sequence Word Relay

Materials:

1. Writing paper
2. Sequence word cards (now, when, then, next, finally)

Directions:

1. Students will write a short story, ensuring they use sequence words to order the events.
2. They will then exchange stories with a partner and identify the

sequence words used.

End with a Closing Sentence - Perfect Endings

Materials:

1. Writing paper
2. Pencils

Directions:

1. After writing a short story or paragraph, students will focus on crafting a strong closing sentence that wraps up their writing.
2. They will share their closing sentences with the class.

Explain What Was Written When Questions Are Asked by Adults and Peers - Writing Share Circle

Materials:

1. Writing journals
2. Talking stick

Directions:

1. Students will share a piece of their writing in a circle and respond to questions from their peers or teacher about their work.
2. They will practice explaining their writing clearly.

Reflect on Writing and Make Changes - Revising Workshop

Materials:

1. Writing drafts
2. Colored pencils for editing
3. Revising checklist

Directions:

1. Students will reread their writing and use a checklist to make improvements.
2. They will focus on adding more details, correcting spelling and grammar, and making their writing clearer.

Add Descriptive Words and Details - Descriptive Word Bank

Materials:

1. Word banks
2. Writing paper

	Directions: 1. Students will use a word bank filled with descriptive words to enhance their writing. 2. They will add at least three descriptive words to their work and share how the words improve their writing. Attempt to Recognize and Correct Spelling, Grammar, and Punctuation Errors - Editing Partners Materials: 1. Writing drafts 2. Editing checklists 3. Colored pencils Directions: 1. Students will swap writing with a partner and use an editing checklist to find and correct spelling, grammar, and punctuation errors. 2. They will discuss the corrections with their partner.
Speaking and Listening Skills	Activities
Task type: Respond to and interact with peers in small & whole group discussion	
• Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) • Use strategies to respond to the comments of others to build	Participate in a Variety of Rich Structured Conversations About Grade-Appropriate Topics and Texts - Conversation Corners Materials: 1. Discussion prompts 2. Seating areas Directions: 1. Set up different "conversation corners" around the room with prompts related to grade-appropriate topics and texts. 2. Have students rotate through each corner, discussing the prompts with different classmates.

the conversation

- Ask and answer questions about a text read aloud or information through other media to better student understanding
- Practice asking questions for clarification of key details
- Actively listen to presented information to answer questions
- Use strategies for asking questions that are on a topic
- Use strategies for understanding and answering questions asked of them
- Describe familiar people
- Tell about familiar places
- Describe memorable events
- Explain familiar events
- Report facts and details about experiences feelings and emotions
- Add visuals in order to present detailed information to others
- Construct drawings or gather other visual media when describing
- Present information to others using appropriate visual displays to clearly express ideas
- Express thoughts and feelings and ideas in complete sentences
- Speak audibly to naturally express ideas

Follow Agreed Upon Rules for Listening to Others and Taking Turns Speaking About Topics and Texts - Talking Stick

Materials:

1. A small object (e.g., a talking stick or plush toy)

Directions:

1. Introduce the talking stick as a tool for taking turns speaking.
2. Only the person holding the stick may speak, while others listen.
3. Practice using this system during group discussions.

Develop Skills in Active Listening and Group Discussion (Taking Turns, Listening to the Speaker, Responding to the Speaker) - Listening Relay

Materials:

1. Storybook
2. List of discussion questions

Directions:

1. Read a story aloud. After each section, pass a "listening baton" (a small object) around the group.
2. When students hold the baton, they must respond to a question or share their thoughts about what was read.

Use Strategies to Respond to the Comments of Others to Build the Conversation - Conversation Starters

Materials:

1. Cards with conversation starter phrases

Directions:

1. Provide students with cards that have phrases like "I agree because..." or "I think differently because..."
2. During discussions, students use these cards to build on what others have said.

Ask and Answer Questions About a Text Read Aloud or Information Through Other Media to Better Student Understanding - Question Chain

Materials:

1. Storybook or media clip

Directions:

1. After reading a text or watching a media clip, have students form a

circle.

2. Each student asks a question about the text, and the next student answers it, continuing the chain.

Practice Asking Questions for Clarification of Key Details - Clarification Cards

Materials:

1. Index cards with phrases like “Can you explain more?” or “What does that mean?”

Directions:

1. Give students a set of clarification cards.
2. As they listen to a story or information, they use the cards to ask questions when they need more details.

Actively Listen to Presented Information to Answer Questions - Listen and Answer

Materials:

1. Audio recordings or read-aloud texts
2. Question list

Directions:

1. Play an audio recording or read aloud a text.
2. After listening, students answer questions about the content to demonstrate their understanding.

Use Strategies for Asking Questions That Are on a Topic - Topic Question Game

Materials:

1. List of topics
2. Question prompts

Directions:

1. Provide students with a list of topics.
2. Have them come up with and ask questions related to the topic using provided prompts to guide their questioning.

Use Strategies for Understanding and Answering Questions Asked of Them - Question Response Practice

Materials:

1. Question cards
2. Response prompts

Directions:

1. Use question cards with prompts.
2. Students practice answering each question by first identifying key details and then responding with full sentences.

Describe Familiar People - Who Am I?

Materials:

1. Picture cards of familiar people
2. Description prompts

Directions:

1. Show picture cards of familiar people (e.g., classmates, family members).
2. Students describe the people using details such as appearance, clothing, and personality.

Tell About Familiar Places - Place Presentation

Materials:

1. Pictures of familiar places
2. Presentation board

Directions:

1. Have students choose a familiar place (e.g., their home, school).
2. They create a simple presentation using pictures and describe the place to the class.

Describe Memorable Events - Event Share

Materials:

1. Event story prompts
2. Drawing paper

Directions:

1. Ask students to draw or write about a memorable event in their lives.
2. They then share their descriptions with the class, explaining what happened and why it was memorable.

Explain Familiar Events - Event Explanation

Materials:

1. Event cards with prompts

Directions:

1. Provide students with event cards describing familiar events (e.g., a birthday party).
2. Students use the cards to explain the event in detail to a partner or small group.

Report Facts and Details About Experiences, Feelings, and Emotions - Emotion Report

Materials:

1. Emotion cards
2. Experience prompts

Directions:

1. Give students emotion cards and prompts about experiences.
2. They report on their experiences and how they felt during those experiences using the cards for reference.

Add Visuals in Order to Present Detailed Information to Others - Visual Presentation

Materials:

1. Drawing paper
2. Markers
3. Digital tools

Directions:

1. Have students prepare a short presentation on a topic using visuals they create (e.g., drawings or digital images).
2. They present their information to the class, explaining their visuals.

Construct Drawings or Gather Other Visual Media When Describing - Visual Media Collection

Materials:

1. Magazines
2. Drawings
3. Digital images

Directions:

1. Ask students to gather or create visual media (e.g., magazine clippings, drawings) that represent a topic they will describe.
2. They use these visuals to enhance their descriptions.

Present Information to Others Using Appropriate Visual Displays to Clearly Express Ideas - Visual Presentation Project

Materials:

1. Poster board
2. Markers
3. Images

Directions:

1. Students create a poster or digital presentation on a topic.
2. They present their information using the visuals to clearly express their ideas to the class.

Express Thoughts, Feelings, and Ideas in Complete Sentences - Sentence Starters

Materials:

1. Sentence starter prompts

Directions:

1. Provide students with sentence starters (e.g., “I feel...” or “I think...”).
2. Students use these prompts to express their thoughts, feelings, and ideas in complete sentences during discussions.

Speak Audibly to Naturally Express Ideas - Voice Volume Practice

Materials:

1. Voice volume chart

Directions:

1. Practice speaking at various volumes using a voice volume chart.
2. Students read or present in different scenarios to practice speaking audibly and clearly.

Language Skills	Activities
Skill focus: Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking	
• Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking • Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking • Identify different tenses of verbs in reading • Explain how verbs can express past, present, and future • Use verb tense to express past, present, and future in writing • Identify adjectives and explain their function in reading • Use common adjectives in writing • Identify conjunctions and explain their function in reading • Use common conjunctions in writing • Identify determiners and explain their function in reading • Use determiners in writing • Understand that dates and names are capitalized • Recognize proper nouns when reading and apply when writing • Apply knowledge of ending punctuation to writing	Singular and Plural Nouns with Matching Verbs - Noun-Verb Match Game Materials: 1. Noun and verb cards 2. Sentence strips Directions: 1. Provide students with noun and verb cards. 2. Have them match singular nouns with singular verbs and plural nouns with plural verbs to form complete sentences. Personal, Possessive, and Indefinite Pronouns - Pronoun Sorting Materials: 1. Pronoun cards 2. Sorting mats Directions: 1. Give students cards with personal, possessive, and indefinite pronouns. 2. Have them sort the cards into the correct categories and use them in sentences. Identifying Verb Tenses - Tense Detective Materials: 1. Storybook 2. Highlighters Directions: 1. While reading a story, students highlight verbs and identify whether they are in the past, present, or future tense. Using Verb Tense in Writing - Tense Time Travel Materials:

- Recognize the comma
- Explain the purpose and function of a comma
- Apply rules for using commas in writing to dates and to single word series
- Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation
- Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
- Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts
- Explain the meaning of common affixes
- Demonstrate accurate inflection when reading (reading a question vs. reading a statement)
- Use knowledge of common affixes and inflection to understand words
- Apply root words and their inflectional forms in reading, writing and speaking
- Consistently decode words using the meaning of affixes root word, and inflection as a clue
- Group words into categories that logically fit together
- Explain why the words belong in a group
- Identify attributes of words put into categories

1. Writing prompts
2. Timeline chart

Directions:

1. Provide students with a prompt and ask them to write a short story using past, present, or future tense.
2. Have them mark on a timeline when their story events occur.

Identifying and Using Adjectives - Adjective Hunt

Materials:

1. Storybook
2. Sticky notes

Directions:

1. During a read-aloud, students place sticky notes on words they identify as adjectives.
2. Then, they use those adjectives to describe objects in the classroom.

Identifying and Using Conjunctions - Conjunction Junction

Materials:

1. Sentence strips
2. Conjunction cards

Directions:

1. Students are given two simple sentences and a conjunction card.
2. They practice combining the sentences using the correct conjunction.

Identifying and Using Determiners - Determiner Detective

Materials:

1. Sentence strips
2. Marker

Directions:

1. Students identify determiners in a sentence and practice using them in their own sentences.

Capitalization of Dates and Names - Capitalization Carousel

Materials:

1. Date and name cards
2. Markers

- Use the attribute to extend the definition of categorized words
- Use and understand words that are rich in meaning in reading, speaking, and writing
- Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing
- Use vocabulary accurately in speaking and writing
- Demonstrate using conjunctions in speaking and writing

Directions:

1. Students practice writing dates and names with correct capitalization and check each other's work.

Recognizing and Applying Proper Nouns - Proper Noun Scavenger Hunt

Materials:

1. Magazines
2. Scissors
3. Glue
4. Chart paper

Directions:

1. Students search for proper nouns in magazines, cut them out, and create a collage of proper nouns.

Ending Punctuation - Punctuation Pals

Materials:

1. Sentence strips
2. Punctuation marks

Directions:

1. Students read sentences and choose the correct punctuation to end the sentence.

Recognizing and Using Commas - Comma Sorting

Materials:

1. Sentences with commas
2. Sentence strips

Directions:

1. Students sort sentences based on the correct use of commas in dates, series, and addresses.

Spelling Common Vowel Patterns - Vowel Pattern Bingo

Materials:

1. Bingo cards
2. Markers

Directions:

1. Play Bingo with words that have common vowel patterns.

2. Students must correctly spell the word to mark their Bingo card.

Context Clues - Context Clue Clues

Materials:

1. Storybook
2. Sticky notes

Directions:

1. As students read, they use sticky notes to mark words they don't know and use context clues to determine the meaning.

Understanding Affixes - Affix Addition

Materials:

Root word cards

Affix cards

Directions:

1. Students add affixes to root words and discuss how the meaning of the word changes.

Inflection and Reading Expression - Expression Exploration

Materials:

1. Storybook
2. Puppets or props

Directions:

1. Students practice reading sentences with different inflections using puppets or props.

Using Root Words and Inflections - Root Word Relay

Materials:

1. Root word cards
2. Suffix/prefix cards

Directions:

1. In teams, students add prefixes and suffixes to root words and explain how the meaning changes.

Word Categorization - Category Craze

Materials:

1. Word cards
2. Category mats

Directions:

1. Students sort words into categories and explain why they belong in that group.

Using Rich Vocabulary - Vocabulary Variety

Materials:

1. Storybook
2. Vocabulary list

Directions:

1. Students use rich vocabulary words from the story in their own sentences, focusing on nouns, verbs, and adjectives.

Assessments

Formative Assessments

1. Question and Answer Journals
2. Character and Setting Chart
3. Word Meaning Detective
4. Picture vs. Words Comparison
5. Sentence Builder Activity
6. Phonics Sorting Game
7. Interactive Story Map
8. Informative Writing Outline
9. Collaborative Conversation Role-Play
10. Grammar in Action

Summative Assessments

1. Key Detail Quiz
2. Story Elements Project
3. Vocabulary Comprehension Test
4. Illustration Interpretation Task

5. Phonics and Fluency Assessment
6. Informative Writing Final Draft
7. Narrative Writing Portfolio
8. Oral Presentation
9. Grammar Mastery Test
10. Word Categorization Exercise

Resources

Mentor Texts

1. *Miss Nelson is Missing* by Harry Allard
2. *Chrysanthemum* by Kevin Henkes
3. *Curious George* by H.A. Rey
4. *Hop on Pop* by Dr. Seuss
5. *Sheep in a Jeep* by Nancy Shaw
6. *Fox in Socks* by Dr. Seuss
7. *Eats, Shoots & Leaves: Why, Commas Really Do Make a Difference!* by Lynne Truss
8. *Punctuation Takes a Vacation* by Robin Pulver
9. *The Day the Crayons Quit* by Drew Daywalt
10. *A Chair for My Mother* by Vera B. Williams
11. *Diary of a Worm* by Doreen Cronin
12. *Owl Moon* by Jane Yolen
13. *Knuffle Bunny: A Cautionary Tale* by Mo Willems
14. *The Important Book* by Margaret Wise Brown
15. *The Bear Books* series by Karma Wilson and Jane Chapman
16. *A Bad Case of Stripes* by David Shannon
17. *The Gruffalo* by Julia Donaldson

Websites

<http://readingandwritingproject.org/>

http://www.nwp.org/cs/public/print/resource_topic/teaching_reading

<http://www.sightwords.com/>

<https://fcrr.org/student-center-activities/kindergarten-and-first-grade>

www.lindahoyt.com/tips.html

<http://www.readwritethink.org/>

<http://readingandwritingproject.org/>

<http://www.schrockguide.net/>

<http://twowritingteachers.wordpress.com>

www.lindahoyt.com/tips.html

http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

<http://www.seymoursimon.com/index.php/blog/>

Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

-Guided notes and/or scaffold outline for written assignments	
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Unit 3: Dive into Details: Exploring Words, Pictures, and Stories

Unit Goal:

In this unit, first-grade students will explore the importance of key details in understanding stories and texts. They will learn to identify and recall key details, ask and answer questions to clarify understanding, and use illustrations to enhance their comprehension. Students will also explore how words and phrases convey feelings and sensory experiences, while developing essential reading strategies to improve their fluency and accuracy. Through interactive reading activities, students will practice retelling stories, comparing texts, and engaging in collaborative discussions that build their comprehension and critical thinking skills.

Duration: 9 weeks

Essential Questions:

- How do key details help us understand a story or text?
- How can asking and answering questions help us understand what we read?
- What can illustrations tell us about a story or text that words might not?
- How do words and phrases in a text convey feelings and sensory experiences?
- How can we use reading strategies to understand and enjoy texts better?

Enduring Understandings:

- Key details in a text provide important information that helps us understand the story or main topic.
- Asking and answering questions about key details helps deepen our understanding of what we read.
- Illustrations can enhance our understanding of characters, settings, and events in a story or text.
- Words and phrases in a text can evoke emotions and sensory experiences, adding depth to our understanding.
- Effective reading strategies, such as decoding words and understanding sentence structure, are essential for reading comprehension and fluency.

NJSLS:

Reading

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

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

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

RI.CI.1.2.Determine the main topic and retell a series of key details in informational texts (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. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

L.VL.1.2.A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.

L.VL.1.2.B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

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

Climate Change Example: In a science unit, students may look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data.

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.1.2A. Distinguish long from short vowel sounds in spoken single-syllable words.

L.RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

L.RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. L.RF.1.2.D.

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.

RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly

RF.2.3.D) RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

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

L.RF.1.4.A Read grade-level text with purpose and understanding.

L.RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.1.4.C.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

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

L.WF.1.1.A. Write the upper and lowercase alphabets from memory.

- L.WF.1.1.B. Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.1.C. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.1.1.D. Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - L.WF.1.2. A. Short vowels and single consonants.
 - L.WF.1.2. B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
 - L.WF.1.2. C. Initial and final consonant blends (must, slab, plump).
- L.WF.1.3. Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - L.WF.1.3.A. Write sentences with increasing complexity.
 - L.WF.1.3.B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - L.WF.1.3.C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - L.WF.1.3.D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - L.WF.1.3.E. Use commas in dates and to separate single words in a series.
 - L.WF.1.3.F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - L.WF.1.3.G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - L.WF.1.3.H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - L.WF.1.3.I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
 - W.AW.1.1.A. Introduce an opinion.
 - W.AW.1.1.B. Support the opinion with facts or other information and examples related to the topic.
 - W.AW.1.1.C. Provide a conclusion.
- 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.WP.1.4. With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing.
 - W.WP.1.4.A. With prompts and support, identify audience and purpose before writing.
 - W.WP.1.4.B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- W.SE.1.6. With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - SL.PE.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and

texts under discussion).

SL.PE.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.PE.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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

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

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language

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

L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). L.1.1.F. Use frequently occurring adjectives.

L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1.H. Use determiners (e.g., articles, demonstratives).

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2.A. Capitalize dates and names of people.

L.1.2.B. Use end punctuation for sentences.

L.1.2.C. Use commas in dates and to separate single words in a series. L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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

L.VL.1.2.A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.

L.VL.1.2.B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

L.VI.1.3.A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3.B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.VI.1.3.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).

L.VI.1.3.D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently

occurring conjunctions

Companion Learning Standards

9.2 Career Awareness

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4 Life Literacies and Key Skills

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).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).-9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4 Digital Citizenship

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.4: Compare information that should be kept private to information that might be made public

9.4.2.DC.5: Explain what a digital footprint is and how it is created

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

9.4 Information/Media Literacy

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

9.4 Technology Literacy

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5)..

Computers and Design Thinking

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.

Social Studies/Science/Other 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6,1-LSI-2).

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

Reading Skills	Activities
Text Type: Literary Informational	
• Understand what key details are • Determine what key details are in a text • Recall key details of texts • Ask and answer questions about key details • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details, with support • Identify the key details of a story • Retell stories in their words capturing the key details • Explain the story's central idea or message • Identify the key details of a text	Understanding Key Details: Detail Detective Materials: 1. Storybook 2. Magnifying glass cut-outs Directions: 1. Read a short story aloud. 2. Hand out magnifying glass cut-outs to the children. 3. Ask them to "find" and share key details in the story using their magnifying glasses. Determining Key Details in a Text: Story Sorting Materials: 1. Picture cards of story events 2. Velcro board Directions: 1. After reading a story, give students picture cards representing different events. 2. Have them place the cards on the Velcro board in the correct order to determine the key details. Recalling Key Details of Texts: Memory Match Materials: 1. Index cards

- Retell texts in their own words capturing the key details
- Identify the main topic of the text
- Identify the key people, events, ideas, or information in a text
- Explain how two individuals, events, ideas or pieces of information are linked
- Recognize feeling words and phrases in texts
- Recognize sensory words in texts
- Describe what feeling or sense the words and phrases are appealing to
- Identify words in text where the meaning is unclear or unknown
- Ask and answer questions to help understand what words and phrases mean in the text
- Provide a statement or other expression that show understanding of unknown words in a information text, using text content
- Use strategies when faced with an unknown word
- Interpret illustrations to develop a better understanding of the story
- Identify an illustration that helps to describe the character, setting, events • Explain how illustrations describe important story elements

2. Markers

Directions:

1. Create pairs of cards with key details from a story (e.g., a picture and a word).
2. Place them face down and have children match the pairs by recalling the key details.

Asking and Answering Questions About Key Details: Question Cube

Materials:

1. Large cube with question words (Who, What, Where, When, Why, How)
2. Storybook

Directions:

1. After reading a story, roll the question cube.
2. Have students answer a question related to the word that appears on the cube.

Prompting Who, What, Where, When, Why, and How Regarding Details of a Text: Question Relay

Materials:

1. Who, What, Where, When, Why, and How cards
2. Simple storybook

Directions:

1. Read a story aloud.
2. Divide students into groups and give each group a question word card.
3. Each group must come up with a question using their word and answer it based on the story.

Answering When Prompted and Using Key Details from the Text: Detail Sharing Circle

Materials:

1. Storybook
2. Ball or beanbag

Directions:

1. Read a story aloud.

- Describe story elements using story details
- Interpret illustrations to develop a better understanding of the text
- Identify an illustration that helps describe the key details
- Explain how illustrations describe important key details
- Describe a text using the details
- Identify the characters in stories
- Describe characters' experiences in the stories
- Identify similarities and differences in characters' experiences in stories
- Identify similarities and differences in what happened to the characters
- Determine how characters solve problems
- Describe texts that are read, using various points (e.g., pictures, descriptions, etc)
- Identify the similarities and differences of two texts on the same topic
- Use various points of comparison (e.g., pictures, descriptions, etc)
- Participate in reading activities, either in a group or independently
- Articulate the purpose of the reading activities

2. Pass the ball around the circle; whoever has the ball shares a key detail from the story.

Identifying Key Details of a Story: Story Star

Materials:

1. Star-shaped graphic organizer
2. Crayons

Directions:

1. Read a story to the class.
2. Have students draw or write key details on each point of the star.

Retelling Stories in Their Own Words Capturing the Key Details: Story Puppets

Materials:

1. Paper bags
2. Markers
3. Craft materials

Directions:

1. Have students create puppets of the story characters.
2. Use the puppets to retell the story in their own words, focusing on key details.

Explaining the Story's Central Idea or Message: Message Mural

Materials:

1. Large paper
2. Markers

Directions:

1. After discussing the story's message, have students draw a mural that represents the central idea.
2. Each student adds to the mural, explaining their part.

Identifying the Main Topic of the Text: Topic Train

Materials:

1. Train engine and car cut-outs
2. Markers

Directions:

- Model and develop engaging reading habits that lead to reading increasingly complex texts independently
- Understand how a sentence is organized
- Identify the first word of a sentence
- Identify the capitalization used to begin the sentence
- Identify the various types of end punctuation
- Identify long and short vowel sounds in single syllable words
- Produce the sound for each letter and blend to make a word
- Take apart a word by sounds
- Discern letter sounds at the beginning, middle, and end of words
- Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words
- Determine each phoneme of spoken one-syllable words
- Identify digraphs in orally produced words
- Produce the letters that make the sounds in words with digraphs
- Use specific strategies to decode words with digraphs
- Produce the letter sounds to make a one-syllable word
- Identify irregularly spelled words when reading

1. Read an informational text.
2. Write the main topic on the train engine and supporting details on the cars.
3. Connect the cars to the engine to create a "topic train."

Identifying the Key People, Events, Ideas, or Information in a Text: Who, What, Where Web

Materials:

1. Chart paper
2. Markers

Directions:

1. Draw a web on chart paper with "Who," "What," and "Where" in the center.
2. After reading, fill in the web with key details from the text.

Explaining How Two Individuals, Events, Ideas, or Pieces of Information are Linked: Connection Chains

Materials:

1. Paper strips
2. Markers
3. Tape or glue

Directions:

1. Read a text that includes two linked ideas or events.
2. Write each idea/event on a strip of paper and connect them into a chain.
3. Discuss the connection between the ideas or events.

Recognizing Feeling Words and Phrases in Texts: Emotion Exploration

Materials:

1. Emotion cards (happy, sad, angry, etc.)
2. Storybook

Directions:

1. Read a story with strong emotional content.
2. Show emotion cards when characters express feelings and discuss how the words and phrases convey those emotions.

- Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding
- Identify long and short vowels when reading one-syllable words
- Accurately read both long and short vowels in common one-syllable words
- Use specific strategies to decode words using syllables
- Recognize the vowel sound in every syllable
- Understand grade-level text when reading
- Read grade-level text aloud, making minimal errors
- Use an appropriate rate when reading aloud
- Use appropriate expression and inflection when reading text aloud
- Use appropriate self-correction strategies to read words and for understanding
- Reread text to better understand what was read, when necessary

Recognizing Sensory Words in Texts: Sensory Safari

Materials:

1. Storybook with sensory language
2. Picture cards representing the senses

Directions:

1. Read a story and pause at sensory descriptions.
2. Have students hold up the appropriate sense card when they hear sensory words.

Describing What Feeling or Sense the Words and Phrases are Appealing To: Sensory Sentences

Materials:

1. Storybook
2. Sensory charts
3. Markers

Directions:

1. After reading a story, identify sentences with sensory language.
2. Write them on sensory charts and discuss which senses or feelings they appeal to.

Interpreting Illustrations to Develop a Better Understanding of the Story: Picture Predictions

Materials:

1. Storybook with rich illustrations
2. Large chart paper

Directions:

1. Show an illustration from the story and ask students to predict what is happening.
2. Write their predictions on the chart paper.
3. Read the story to see if their predictions were correct.

Identifying an Illustration that Helps to Describe the Character, Setting, Events: Picture Pals

Materials:

1. Storybook

2. Drawing paper
3. Crayons

Directions:

1. After reading a story, have students pick an illustration that describes a key story element.
2. Ask them to draw their version of the illustration and explain what it shows about the character, setting, or event.

Explaining How Illustrations Describe Important Story Elements: Story Picture Walk

Materials:

1. Storybook
2. Chart paper
3. Markers

Directions:

1. Before reading the text, take a "picture walk" through the story.
2. Discuss what each illustration shows about the story elements (characters, setting, events).

Describing Story Elements Using Story Details: Story Element Sort

Materials:

1. Picture cards of characters, settings, events
2. Storybooks

Directions:

1. After reading a story, have students sort picture cards into groups: characters, settings, and events.
2. Discuss how the details on each card contribute to the story.

Identifying the Key Points an Author is Making in a Text: Author's Message Hunt

Materials:

1. Informational text
2. Highlighter

Directions:

1. Read a short informational text aloud.

2. Have students highlight sentences that they think represent the key points the author is making.

Recognizing the Author's Reasoning by Finding Support Within the Text: Text Detective

Materials:

1. Storybook or informational text
2. Magnifying glasses (toy or paper)

Directions:

1. Read a text with a clear argument or message.
2. Ask students to "be detectives" and find sentences that support the author's reasoning.

Explaining How Information is Useful, with Scaffolding, as Needed: Information Builders

Materials:

1. Building blocks
2. Storybook

Directions:

1. After reading an informational text, assign each child a piece of information.
2. As each student shares how their piece of information is useful, they add a block to a growing structure, showing how information builds understanding.

Writing Skills

Activities

Writing Focus: Use the writing process to create
 Opinion writing
 Informative/explanatory writing
 Shared research writing
 Routine writing

- Introduce the topic
- Express an opinion on the topic
- Include a reason to support the opinion
- Include a closing statement or section
- Discern facts from opinion
- Introduce a topic that is well known
- Include some facts about a topic
- Write a closing statement
- Respond to adults' and peers' (conferences and writing partner) questions and suggestions
- Reflect on writing and make changes
- Add descriptive words and details
- Recognize and correct spelling, grammar and punctuation errors
- Use technology to create and publish writing, with support when necessary
- Use technology to collaborate with peers, with adult support when necessary
- Understand their role in the shared projects
- Contribute to the project from beginning to end
- Use graphic organizers to aid in collaboration

Introduce the Topic: Topic Treasure Hunt

Materials:

1. Picture cards related to different topics
2. Chart paper
3. Markers

Directions:

1. Display several picture cards related to a common theme (e.g., animals, seasons).
2. Have students choose a picture and introduce it as a topic by writing a sentence about it on chart paper.

Express an Opinion on the Topic: Opinion Balloon Pop

Materials:

1. Balloons
2. Small paper slips
3. Markers

Directions:

Write different topics on small paper slips and insert them into balloons. Students pop a balloon, read the topic inside, and express their opinion by writing or drawing.

Include a Reason to Support the Opinion: Reason Relay

Materials:

1. Opinion sentence starters (e.g., "I like... because...")
2. Large paper or whiteboard

Directions:

1. Write opinion sentence starters on the board.
2. Have students complete the sentences by providing a reason to support their opinion.

Include a Closing Statement or Section: Wrap It Up

Materials:

1. Writing samples
2. Sentence strips
3. Markers

Directions:

- Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions
- Take notes on the key details of provided information
- Read provided information to answer research questions and take notes
- Recall from their own background knowledge to answer research questions

1. After writing an opinion piece, ask students to "wrap it up" by adding a closing sentence that restates their opinion or summarizes their reason.

Discern Facts from Opinion: Fact or Opinion Sorting

Materials:

1. Fact and opinion cards
2. Sorting bins or boxes

Directions:

1. Provide students with cards that have statements on them.
2. Have them sort the cards into "Fact" or "Opinion" bins.

Introduce a Topic That is Well Known: Know-It-All

Materials:

1. Whiteboard or chart paper
2. Markers

Directions:

1. Choose a well-known topic (e.g., pets).
2. Have students introduce the topic by sharing what they already know, writing a simple introductory sentence.

Include Some Facts About a Topic: Fact Builder

Materials:

1. Building blocks (e.g., LEGOs)
2. Fact cards

Directions:

1. After introducing a topic, students add "fact blocks" to a structure, with each block representing a fact about the topic.

Write a Closing Statement: The Final Word

Materials:

1. Storyboard template
2. Pencils and crayons

Directions:

1. After writing about a topic, guide students to add a closing statement in the final box of their storyboard to sum up their writing.

Respond to Adults' and Peers' (Conferences and Writing Partner)**Questions and Suggestions: Feedback Friends****Materials:**

1. Peer review checklist
2. Pencils and erasers

Directions:

1. Pair students and have them read each other's work.
2. They use the checklist to give feedback, and then each student revises their work based on their partner's suggestions.

Reflect on Writing and Make Changes: Writing Mirror**Materials:**

1. "Mirror, Mirror" reflection sheet
2. Pencils

Directions:

1. After completing a draft, students use the reflection sheet to look at their writing "in the mirror," identifying what they like and what they could improve, then make changes accordingly.

Add Descriptive Words and Details: Detail Detective**Materials:**

1. Detective hats (optional)
2. Magnifying glasses
3. Writing samples

Directions:

1. Students wear detective hats and use magnifying glasses to find places in their writing where they can add more descriptive words and details.

Recognize and Correct Spelling, Grammar, and Punctuation Errors:**Editing Stars****Materials:**

1. Red pens or markers
2. Writing checklists

Directions:

1. Provide students with a simple checklist and a red pen.

2. Have them go through their writing to find and correct any spelling, grammar, or punctuation errors, earning an "editing star" for each correction.

Use Technology to Create and Publish Writing, with Support When Necessary: Digital Authors

Materials:

1. Classroom computers or tablets
2. Word processing software

Directions:

1. Guide students to type and format their writing on a computer or tablet.
2. Help them add pictures or other elements before printing or sharing their work digitally.

Use Technology to Collaborate with Peers, with Adult Support When Necessary: Online Writing Buddy

Materials:

1. Classroom computers or tablets
2. Shared digital document or platform (e.g., Google Docs)

Directions:

1. Pair students and have them work together on a shared digital document to write a short piece, with each student contributing ideas and edits.

Understand Their Role in the Shared Projects: Project Roles

Materials:

1. Role cards (e.g., writer, editor, illustrator)
2. Group project materials (varies by project)

Directions:

1. Assign each student a role within a group project.
2. Discuss what their role entails, and ensure they contribute accordingly to the project.

Contribute to the Project from Beginning to End: Team Storybook

Materials:

1. Blank storybooks or large paper

2. Markers and crayons

Directions:

1. Have groups of students create a storybook together.
2. Each student contributes to the story, illustrations, and final presentation, from brainstorming to the finished product.

Use Graphic Organizers to Aid in Collaboration: Collaboration Web

Materials:

1. Large chart paper
2. Markers

Directions:

1. Provide students with a central idea and have them work together to fill in a graphic organizer with supporting details, planning their collaborative project.

Use a Variety of Information (e.g., Text, Pictures, Digital Sources, Prior Information) to Answer Questions: Information Mix and Match

Materials:

1. Various sources (books, images, digital content)
2. Question cards

Directions:

1. Give students question cards related to a topic.
2. Have them use different sources to find the answers, mixing and matching information to complete their responses.

Take Notes on the Key Details of Provided Information: Key Detail Detective

Materials:

1. Simple note-taking template
2. Storybook or informational text

Directions:

1. Read a text aloud and model how to take notes on key details.
2. Have students practice taking notes using the template as you reread the text.

Read Provided Information to Answer Research Questions and Take Notes: Research Racers

	Materials: 1. Research question cards 2. Books or digital resources 3. Note-taking sheets Directions: 1. Give students research questions. 2. Have them "race" to find the answers using the provided resources, taking notes on their findings. Recall from Their Own Background Knowledge to Answer Research Questions: Knowledge Bank Materials: 1. "Knowledge Bank" jar (or box) 2. Question cards Directions: 1. Write research questions on cards and place them in the "Knowledge Bank." 2. Students draw a question, think about what they already know, and write or share their answer based on prior knowledge.
Speaking and Listening Skills	Activities
Task type: Respond to and interact with peers in small & whole group discussion	
• Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the	Participate in a Variety of Rich Structured Conversations About Grade-Appropriate Topics and Texts: Conversation Circle Materials: 1. Storybooks or short texts 2. Talking stick or plush toy Directions: 1. Have students sit in a circle and read a short text together.

speaker)

- Use strategies to respond to the comments of others to build the conversation
- Ask question(s) when confused during a discussion
- Ask and answer questions about a text read aloud or information through other media to better student understanding
- Practice asking questions for clarification of key details
- Actively listen to presented information to answer questions
- Use strategies for asking questions that are on a topic
- Use strategies for understanding and answering questions asked of them
- Describe familiar people
- Tell about familiar places
- Describe memorable events
- Explain familiar events
- Report facts and details about experiences feelings and emotions
- Add visuals in order to present detailed information to others
- Construct drawings or gather other visual media when describing
- Present information to others using appropriate visual displays to clearly express ideas

2. Use a talking stick to guide who speaks next, ensuring each student shares their thoughts about the story.

Follow Agreed-Upon Rules for Listening to Others and Taking Turns Speaking About Topics and Texts: Listening Rules Role-Play

Materials:

1. Poster with listening rules (e.g., eyes on the speaker, one person speaks at a time)
2. Role-play scenarios

Directions:

1. Introduce the listening rules using the poster.
2. Have students practice these rules by role-playing different conversation scenarios.

Develop Skills in Active Listening and Group Discussion (Taking Turns, Listening to the Speaker, Responding to the Speaker): Talking Turtle

Materials:

1. Plush turtle toy
2. Discussion prompts

Directions:

1. During group discussions, only the student holding the "talking turtle" can speak.
2. Other students must listen carefully and then respond or ask questions when it's their turn.

Use Strategies to Respond to the Comments of Others to Build the Conversation: Conversation Connectors

Materials:

1. Conversation starters and connectors cards (e.g., "I agree because...", "Can you tell me more about...")
2. Sentence strips

Directions:

- Express thoughts and feelings and ideas in complete sentences
- Speak audibly to naturally express ideas

1. Students pick a conversation connector card during discussions to build on what a peer has said, helping to keep the conversation going.

Ask Questions When Confused During a Discussion: Question Cards

Materials:

1. Index cards
2. Markers

Directions:

1. Give students index cards to hold up if they feel confused during a discussion.
2. Students can write or draw their question on the card and share it with the group.

Ask and Answer Questions About a Text Read Aloud or Information Through Other Media to Better Student Understanding: Story Detective

Materials:

1. Storybooks or video clips
2. Detective hats (optional)

Directions:

1. Read a story or watch a video, then have students wear "detective hats" and ask questions about the key details to better understand the content.

Practice Asking Questions for Clarification of Key Details: Clarification Corner

Materials:

1. Picture cards depicting different scenes
2. Question cue cards

Directions:

1. Show a picture card and ask students to describe what they see.
2. Other students practice asking clarifying questions using the cue cards (e.g., "Can you explain more about...").

Actively Listen to Presented Information to Answer Questions: Listen & Learn

Materials:

1. Audio recordings or live presentations
2. Listening logs (simple charts for note-taking)

Directions:

1. Play an audio recording or have a guest speaker present information.
2. Students use listening logs to jot down key points, then answer questions based on what they heard.

Use Strategies for Asking Questions That Are on a Topic: Topic Tracker

Materials:

1. Sticky notes
2. Chart paper

Directions:

1. Introduce a topic and have students brainstorm questions they have about it.
2. Write the questions on sticky notes and stick them on chart paper under the relevant topic.

Use Strategies for Understanding and Answering Questions Asked of Them: Answer Anchor

Materials:

1. Anchor chart with answering strategies (e.g., restate the question, think before you speak)
2. Question cards

Directions:

1. Review strategies for answering questions using the anchor chart.
2. Have students practice answering questions from the question cards using these strategies.

Describe Familiar People: My Favorite Person

Materials:

1. Drawing paper
2. Crayons or markers

Directions:

1. Students draw a picture of a familiar person (e.g., family member or friend).
2. They then describe the person to the class, focusing on physical features, personality traits, and what makes them special.

Tell About Familiar Places: My Favorite Place Show & Tell

Materials:

1. Picture of a familiar place (brought from home or drawn in class)
2. Presentation area

Directions:

1. Students bring or draw a picture of a familiar place (e.g., their home, park).
2. They present the place to the class, describing why it's important to them and what they like to do there.

Describe Memorable Events: Memory Lane

Materials:

1. Event timeline template
2. Pencils and crayons

Directions:

1. Students fill in a timeline template with a memorable event, adding details and pictures.
2. They share their timelines with the class, describing what happened and why it was memorable.

Explain Familiar Events: Event Explainers

Materials:

1. Event prompt cards (e.g., birthday party, field trip)
2. Chart paper and markers

Directions:

1. Each student picks an event prompt card and explains the event in detail to a small group.
2. The group members can ask questions to learn more about the event.

**Report Facts and Details About Experiences, Feelings, and Emotions:
Experience Reporters**

Materials:

1. Experience reporting template (with sections for facts, feelings, and details)
2. Pencils and markers

Directions:

1. Students choose a recent experience and fill out the template with facts, feelings, and details.
2. They then share their reports with the class, focusing on clearly conveying their emotions and experiences.

Add Visuals to Present Detailed Information to Others: Visual Presenters

Materials:

1. Poster board
2. Markers, crayons, or magazine cut-outs

Directions:

1. Students create a poster to visually present information about a topic.
2. They present the poster to the class, explaining how the visuals support the information.

**Construct Drawings or Gather Other Visual Media When Describing:
Picture Descriptions**

Materials:

1. Drawing paper
2. Magazines for cut-outs
3. Glue, crayons, markers

Directions:

1. Students either draw or create a collage representing something they will describe (e.g., a favorite animal).

2. They then describe their drawing or collage to the class, focusing on details.

Present Information to Others Using Appropriate Visual Displays to Clearly Express Ideas: Show and Tell Showcase

Materials:

1. Items or pictures related to a chosen topic
2. Presentation area

Directions:

1. Students bring an item or picture related to a topic they know well.
2. They present the information to the class, using their visual display to help explain their ideas clearly.

Express Thoughts, Feelings, and Ideas in Complete Sentences: Sentence Starters

Materials:

1. Sentence starter cards (e.g., "I feel...", "I think...")
2. Whiteboard or chart paper

Directions:

1. Students pick a sentence starter card and complete the sentence with their thoughts or feelings.
2. They then share their sentences with the class, focusing on speaking in complete sentences.

Speak Audibly to Naturally Express Ideas: Speak Up!

Materials:

1. "Voice level" poster (showing whisper, conversation, presentation levels)
2. Simple script or prompts

Directions:

1. Teach students about different voice levels using the "voice level" poster.
2. Have them practice speaking at the presentation level by reading a simple script or sharing a prompt with the class.

Language Skills	Activities
Skill focus: Demonstrate command of standard English grammar and mechanics when writing or speaking	
• Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking • Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking • Identify different tenses of verbs in reading • Explain how verbs can express past, present, and future • Use verb tense to express past, present, and future in writing • Identify adjectives and explain their function in reading • Use common adjectives in writing • Identify conjunctions and explain their function in reading • Use common conjunctions in writing • Identify determiners and explain their function in reading • Use determiners in writing • Understand that dates and names are capitalized • Recognize proper nouns when reading and apply when writing • Apply knowledge of ending punctuation to writing	Demonstrate Knowledge of Singular and Plural Nouns with Matching Verbs When Writing or Speaking: Noun-Verb Match Up Materials: 1. Flashcards with singular/plural nouns and verbs 2. Whiteboard and markers Directions: 1. Display noun and verb flashcards on the board. 2. Students select a noun card and a matching verb card, then write or say a sentence using them correctly (e.g., "The dog runs" vs. "The dogs run"). Demonstrate Knowledge of Personal, Possessive, and Indefinite Pronouns When Writing or Speaking: Pronoun Swap Materials: 1. Sentence strips with nouns 2. Pronoun flashcards (personal, possessive, indefinite) Directions: 1. Students read a sentence strip with a noun (e.g., "Sarah's book"). 2. They choose a pronoun card to replace the noun (e.g., "Her book") and write or say the new sentence. Identify Different Tenses of Verbs in Reading: Verb Tense Detectives Materials: 1. Short story passages 2. Highlighters or colored pencils Directions: 1. Provide students with a passage and ask them to highlight verbs. 2. Identify whether each verb is in the past, present, or future tense.

- Recognize the comma
- Explain the purpose and function of a comma
- Apply rules for using commas in writing to dates and to single word series
- Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation
- Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
- Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts
- Explain the meaning of common affixes
- Demonstrate accurate inflection when reading (reading a question vs. reading a statement)
- Use knowledge of common affixes and inflection to understand words
- Apply root words and their inflectional forms in reading, writing and speaking
- Consistently decode words using the meaning of affixes root word, and inflection as a clue
- Group words into categories that logically fit together
- Explain why the words belong in a group
- Identify attributes of words put into categories
- Use the attribute to extend the definition of categorized words

Explain How Verbs Can Express Past, Present, and Future: Time Travel Verbs

Materials:

1. Timeline chart
2. Verb cards (past, present, future)

Directions:

1. Place a timeline on the board with past, present, and future sections.
2. Students place verb cards in the correct section and explain how each verb shows time (e.g., "played" is past, "play" is present, "will play" is future).

Use Verb Tense to Express Past, Present, and Future in Writing: Tense Time Story

Materials:

1. Writing journals
2. Verb tense anchor chart

Directions:

1. Students write a short story using verbs in the past, present, and future tenses.
2. Share stories with a partner, who identifies the tenses used.

Identify Adjectives and Explain Their Function in Reading: Adjective Hunt

Materials:

1. Short storybooks or passages
2. Sticky notes

Directions:

1. Students read a story and place sticky notes next to adjectives they find.
2. Discuss how the adjectives describe nouns and add detail to the text.

Use Common Adjectives in Writing: Adjective Art

- Use and understand words that are rich in meaning in reading, speaking, and writing
- Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing
- Use vocabulary accurately in speaking and writing
- Demonstrate using conjunctions in speaking and writing

Materials:

1. Drawing paper
2. Crayons and markers

Directions:

1. Students draw a picture and write sentences describing it using adjectives (e.g., "The tall, green tree has bright, red apples.").
2. Share with the class, highlighting the adjectives used.

**Identify Conjunctions and Explain Their Function in Reading:
Conjunction Connection**

Materials:

1. Sentence strips
2. Conjunction cards ("and," "but," "or," etc.)

Directions:

1. Provide students with sentence strips that need conjunctions (e.g., "I like apples ___ I don't like oranges.").
2. Students choose a conjunction card to complete the sentence and explain how it connects the ideas.

Use Common Conjunctions in Writing: Conjunction Compositions

Materials:

1. Writing prompts
2. Paper and pencils

Directions:

1. Students write short paragraphs in response to prompts, using conjunctions to connect their ideas.
2. Share their paragraphs with a partner, focusing on the use of conjunctions.

**Identify Determiners and Explain Their Function in Reading:
Determiner Detectives**

Materials:

1. Short reading passages

2. Highlighters

Directions:

1. Students read passages and highlight determiners (e.g., "a," "an," "the").
2. Discuss how determiners help specify nouns in the text.

Use Determiners in Writing: Determiner Descriptions

Materials:

1. Writing journals
2. Determiner word bank

Directions:

1. Students write sentences or short paragraphs using determiners from the word bank.
2. Share their work, focusing on the correct use of determiners.

Understand That Dates and Names Are Capitalized: Capitalization Catch

Materials:

1. Sentence strips with uncapitalized dates and names
2. Markers

Directions:

1. Students correct sentences by capitalizing names and dates.
2. Rewrite the sentences correctly on a whiteboard.

Recognize Proper Nouns When Reading and Apply When Writing: Proper Noun Search**

Materials:

1. Storybooks or reading passages
2. Colored pencils

Directions:

1. Students read a passage and underline proper nouns with colored pencils.

2. Write sentences using proper nouns from the text, ensuring correct capitalization.

Apply Knowledge of Ending Punctuation to Writing: Punctuation Puzzles

Materials:

1. Sentence strips
2. Punctuation cards (period, question mark, exclamation mark)

Directions:

1. Provide students with sentence strips missing punctuation.
2. Students place the correct punctuation card at the end of each sentence and explain why it fits.

Recognize the Comma: Comma Quest

Materials:

1. Sentences with commas (on chart paper or board)
2. Highlighters

Directions:

1. Show sentences on the board and have students highlight the commas.
2. Discuss where and why commas are used in each sentence.

Explain the Purpose and Function of a Comma: Comma Function Finder

Materials:

1. Sentence strips with commas
2. Comma function cards (e.g., "to separate items in a list," "after a greeting")

Directions:

1. Students match each sentence strip with the correct comma function card.
2. Explain why the comma was used in each sentence.

Apply Rules for Using Commas in Writing to Dates and to Single-Word Series: Comma in the Middle

Materials:

1. Writing journals
2. Date and series writing prompts

Directions:

1. Students write sentences using dates and lists, inserting commas where needed.
2. Share their sentences with a partner, focusing on correct comma placement.

Consistently Spell Words with Common Vowel Patterns and Frequently Occurring Irregular Words in Writing and in Isolation: Vowel Pattern Practice**Materials:**

1. Spelling word lists
2. Word puzzles or worksheets

Directions:

1. Students practice spelling words with common vowel patterns by completing word puzzles or worksheets.
2. Write sentences using these words and share with the class.

Apply Knowledge of Phonemic Awareness and Spelling Conventions to Spell Untaught Words: Phonics Fun**Materials:**

1. Letter tiles or magnetic letters
2. Whiteboards

Directions:

1. Students use letter tiles to build new words, applying phonics rules they know.
2. Write these words on whiteboards and share with the class.

Use Strategies to Determine the Meaning of a Word or Phrase Using Context Clues When Reading Grade-Level Texts: Context Clue Challenge

Materials:

1. Short reading passages
2. Word cards (with challenging words)

Directions:

1. Students read passages and use context clues to figure out the meaning of challenging words.
2. Discuss how they used surrounding text to determine the meaning.

Explain the Meaning of Common Affixes: Affix Match**Materials:**

1. Affix flashcards (prefixes and suffixes)
2. Base word cards

Directions:

1. Students match affix cards to base words and explain how the affix changes the word's meaning (e.g., "happy" + "un-" = "unhappy").
2. Write and share sentences using the new words.

Demonstrate Accurate Inflection When Reading (Reading a Question vs. Reading a Statement): Inflection Detectives**Materials:**

1. Sentence strips (questions and statements)
2. Punctuation cards

Directions:

1. Students read sentence strips aloud, using correct inflection for questions and statements.
2. Classmates guess whether the sentence was a question or statement based on the inflection.

Use Knowledge of Common Affixes and Inflection to Understand Words: Word Builder**Materials:**

1. Base word cards
2. Affix cards (prefixes and suffixes)

Directions:

1. Students combine base word and affix cards to create new words, then explain the meaning.
2. Write sentences using the new words and share with the class.

Apply Root Words and Their Inflectional Forms in Reading, Writing, and Speaking: Root Word Relay

Materials:

1. Root word and inflection cards (e.g., "jump," "jumped," "jumping")
2. Whiteboards

Directions:

1. In teams, students race to create as many correct sentences as possible using root words and their inflections.
2. Write and share the sentences with the class.

Consistently Decode Words Using the Meaning of Affixes, Root Words, and Inflection as a Clue: Decode and Discover

Materials:

1. Word lists with affixes, root words, and inflections
2. Decoding worksheets

Directions:

1. Students practice decoding words by breaking them into affixes, root words, and inflections on worksheets.
2. Read the decoded words aloud and discuss their meanings.

Group Words into Categories That Logically Fit Together: Word Category Sort

Materials:

1. Word cards (with various words)
2. Category headers (e.g., "Animals," "Food," "Clothes")

Directions:

1. Students sort word cards into appropriate categories.
2. Explain why the words belong in each category.

Explain Why the Words Belong in a Group: Word Group Explanation**Materials:**

1. Word lists
2. Group activity sheets

Directions:

1. Students group words and write an explanation for why they belong together (e.g., "These words are all types of fruit").
2. Share explanations with the class.

Identify Attributes of Words Put into Categories: Word Attribute Match**Materials:**

1. Word cards
2. Attribute cards (e.g., "color," "size," "type")

Directions:

1. Students match word cards with their correct attribute cards (e.g., "apple" with "fruit").
2. Discuss how attributes help us understand the meaning of words.

Use the Attribute to Extend the Definition of Categorized Words:**Attribute Extension****Materials:**

1. Word cards
2. Writing journals

Directions:

1. Students choose a word and its attribute (e.g., "red apple") and write a sentence extending the definition (e.g., "The red apple is juicy and sweet.").
2. Share sentences with a partner.

Use and Understand Words That Are Rich in Meaning in Reading, Speaking, and Writing: Word Richness Round-Up**Materials:**

1. Word bank with rich vocabulary

2. Writing prompts

Directions:

1. Students choose words from the word bank to use in their writing.
2. Share their writing, focusing on the use of rich vocabulary.

Demonstrate Diversity in Their Choice of Verbs, Nouns, and Adjectives in Speaking and Writing: Vocabulary Variety Challenge

Materials:

1. Writing journals
2. Word banks (verbs, nouns, adjectives)

Directions:

1. Students write a story using a variety of verbs, nouns, and adjectives from the word banks.
2. Share stories, highlighting the diverse word choices.

Use Vocabulary Accurately in Speaking and Writing: Vocabulary Accuracy Adventure

Materials:

1. Picture cards or writing prompts
2. Word lists

Directions:

1. Students select a picture card or prompt and write sentences using vocabulary words accurately.
2. Share their sentences with the class.

Demonstrate Using Conjunctions in Speaking and Writing: Conjunction Conversation

Materials:

1. Conversation starter cards
2. Conjunction word bank

Directions:

1. In pairs, students choose a conversation starter and use conjunctions to extend the conversation.

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|--|---|
| | 2. Share the conversations with the class, focusing on the correct use of conjunctions. |
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Assessments	
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Formative Assessments:	
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| <ul style="list-style-type: none">• Key Detail Identification Worksheets• Question and Answer Sessions on Key Details• Story Retelling Practice• Illustration Interpretation Activities• Vocabulary and Context Clue Exercises• Reading Aloud with Self-Correction• Character and Setting Descriptions• Sentence Structure Sorting Activities• Interactive Read-Alouds with Discussion• Peer Discussions on Story Elements | |
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Summative Assessments:	
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| <ul style="list-style-type: none">• Key Detail Comprehension Quiz• Story Retelling Performance Task• Illustration and Text Connection Project• Vocabulary Application Test• Character and Setting Comparison Essay• Reading Fluency and Expression Evaluation• Sentence Structure and Punctuation Quiz• Creative Writing Assignment Based on Mentor Texts• Interactive Group Presentation on a Story• Final Reading and Comprehension Portfolio | |
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Resources	
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Mentor Texts:	Websites
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|---|--|
| <ol style="list-style-type: none">1. <i>The Snowy Day</i> by Ezra Jack Keats2. <i>Owl Moon</i> by Jane Yolen | |
|---|--|

3. <i>The True Story of the Three Little Pigs</i> by Jon Scieszka 4. <i>Frog and Toad Are Friends</i> by Arnold Lobel 5. <i>A Tree Is Nice</i> by Janice May Udry 6. <i>Corduroy</i> by Don Freeman 7. <i>A Chair for My Mother</i> by Vera B. Williams 8. <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. 9. <i>Knuffle Bunny: A Cautionary Tale</i> by Mo Willems 10. <i>The Little Red Hen</i> by Paul Galdone 11. <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes	http://readingandwritingproject.org/ http://www.nwp.org/cs/public/print/resource_topic/teaching_reading http://www.sightwords.com/ https://fcrr.org/student-center-activities/kindergarten-and-first-grade www.lindahoyt.com/tips.html http://www.readwritethink.org/ http://readingandwritingproject.org/ http://www.schrockguide.net/ http://twowritingteachers.wordpress.com www.lindahoyt.com/tips.html http://www.nwp.org/cs/public/print/resource_topic/teaching_writing http://www.seymoursimon.com/index.php/blog/
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Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns
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-Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	-Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

Unit 4: From Questions to Clear Communication: A Journey Through Reading and Writing

Unit Goal: In this first-grade unit, students will develop essential literacy skills by exploring how asking questions enhances their understanding of texts, deepens comprehension, and clarifies confusing elements. They will learn to retell stories and texts, focusing on characters, events, and ideas to reinforce their comprehension and share key details with others. By analyzing illustrations and text features such as headings and captions, students will use visual clues to better grasp storylines and informational content. Students will also use context clues, illustrations, and word parts to decode new vocabulary, strengthening their reading skills. Writing activities will help students organize their thoughts, express opinions, tell stories, and share information clearly. Additionally, students will practice clear communication by speaking in complete sentences, using appropriate volume and tone, and listening actively to ensure mutual understanding.

Duration: 9 weeks

Essential Questions:

- How can asking questions help us understand what we read?
- What can we learn from stories and texts, and how do we retell what we've learned?
- How do illustrations and text features help us understand a story or information?
- What strategies can we use to figure out the meaning of new words?
- How do we use writing to express our opinions, tell stories, and share information?
- How do we communicate clearly when we speak and listen to others?

Enduring Understandings:

- Asking questions before, during, and after reading helps us focus on important details, clarify confusing parts, and deepen our understanding of the text.
- Stories and texts teach us about characters, events, and ideas. By retelling what we've learned, we can share the important details and main ideas with others, reinforcing our own comprehension.
- Illustrations and text features like headings, captions, and diagrams provide visual clues that enhance our understanding of the text, helping us to grasp the story or information more fully.
- We can use context clues, illustrations, and word parts (like prefixes and suffixes) to figure out the meaning of new words, which helps us become better readers.
- Writing allows us to organize our thoughts, express our feelings, and communicate our ideas clearly. Whether we are sharing an opinion, telling a story, or providing information, writing helps us connect with others.
- Clear communication involves speaking in complete sentences, using appropriate volume and tone, and listening actively. This ensures that our ideas are understood and that we understand others.

NJSLS:

Reading

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

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

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

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

RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

L.VL.1.2.A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.

L.VL.1.2.B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. **Climate Change**
Example: In a science unit, students may look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data.
- 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.
- 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).
- RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., character).
- 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.1.1.A. Distinguish long from short vowel sounds in spoken single-syllable words.
 - L.RF.1.1.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - L.RF.1.1.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - L.RF.1.1.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - L.RF.1.3.B. Decode regularly spelled one-syllable words.
 - L.RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.
 - L.RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - L.RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 - L.RF.1.3.F. Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
 - L.RF.1.3.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.
- L.RF.1.4.A. Read grade-level text with purpose and understanding.
 - L.RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - L.RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- L.WF.1.1. Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1):
- L.WF.1.1.A. Write the upper and lowercase alphabets from memory.

- L.WF.1.1.B. Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.1.C. Orally segment the phonemes in any single syllable, spoken word.
- L.WF.1.1.D. Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2), with:
 - L.WF.1.2. A. Short vowels and single consonants.
 - L.WF.1.2. B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
 - L.WF.1.2. C. Initial and final consonant blends (must, slab, plump).
- L.WF.1.3. Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3):
 - L.WF.1.3.A. Write sentences with increasing complexity.
 - L.WF.1.3.B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - L.WF.1.3.C. Capitalize the first word of a sentence, days of the week, months, names of people and proper names.
 - L.WF.1.3.D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - L.WF.1.3.E. Use commas in dates and to separate single words in a series.
 - L.WF.1.3.F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - L.WF.1.3.G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - L.WF.1.3.H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - L.WF.1.3.I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
 - W.AW.1.1.A. Introduce an opinion.
 - W.AW.1.1.B. Support the opinion with facts or other information and examples related to the topic.
 - W.AW.1.1.C. Provide a conclusion.
- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
 - W.NW.1.3.A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
 - W.NW.1.3.B. Provide dialogue and/or description and details of experiences, events, or characters.
 - W.NW.1.3.C. Use transitional words to manage the sequence of events.
 - W.NW.1.3.D. Provide a reaction to the experiences or events.
- W.WP.1.4. With prompts, guidance and support, develop and strengthen writing as needed by planning, revising, and editing.
 - W.WP.1.4.A. With prompts and support, identify audience and purpose before writing.
 - W.WP.1.4.B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught
- W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
- W.SE.1.6. With guidance and support from adults, gather, select information from multiple sources to answer a question or write about a topic

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening

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

SL.PE.1.1. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PE.1.1. B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.PE.1.1. C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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

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

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Language

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

L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1.F. Use frequently occurring adjectives.

L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because). L.1.1.H. Use determiners (e.g., articles, demonstratives).

L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward). L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2.A. Capitalize dates and names of people.

L.1.2.B. Use end punctuation for sentences.

L.1.2.C. Use commas in dates and to separate single words in a series.

- L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
 - L.VL.1.2.A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - L.VL.1.2.B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - L.VI.1.3.A. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - L.VI.1.3.B. 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. and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- 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).

Companion Learning Standards

9.2 Career Awareness

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4 Life Literacies and Key Skills

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).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4 Digital Citizenship

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting the digital content of others.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

9.4.2.DC.4: Compare information that should be kept private to information that might be made public

9.4.2.DC.5: Explain what a digital footprint is and how it is created

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

9.4 Information/Media Literacy

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)

9.4 Technology Literacy

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)..

Computers and Design Thinking

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.

Social Studies/Science/Other 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6,1-LSI-2).

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

Reading Skills	Activities
Text Type: Literary Informational	
• Understand what key details are • Determine what key details are in a text • Recall key details of texts • Ask and answer questions about key details • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text	Understanding Key Details: Provide students with simple texts and guide them to highlight or circle words and phrases that tell the “who,” “what,” “where,” and “when” of the story. Directions: 1. Discuss these as a class. Determining Key Details in a Text: After reading a short story, students will identify and list the most important details. Directions: 1. Use sentence strips with different details from the text, and have

- Ask and answer questions about key details, with support
- Identify the key details of a story
- Retell stories in their words capturing the key details
- Explain the story's central idea or message
- Identify the key details of a text
- Retell texts in their own words capturing the key details
- Identify the main topic of the text
- Identify the key people, events, ideas, or information in a text
- Explain how two individuals, events, ideas or pieces of information are linked
- Recognize feeling words and phrases in texts
- Recognize sensory words texts
- Describe what feeling or sense the words and phrases are appealing to
- Interpret illustrations to develop a better understanding of the story
- Identify an illustration that helps to describe the character, setting, events
- Explain how illustrations describe important story elements
- Describe story elements using story details

students sort them into “key details” and “extra information.”

Recalling Key Details:

Directions:

1. Use a "memory game" where students match key details from a text with corresponding pictures or short sentences.

Asking and Answering Questions About Key Details:

Directions:

1. After a read-aloud, model asking questions about key details.
2. Then, let students take turns asking and answering questions in pairs or small groups.

Who, What, Where, When, Why, and How Prompts:

Directions:

1. Create a “5 W’s and 1 H” chart for students to fill out as they read a text.
2. Discuss how each of these questions helps to uncover key details.

Identifying Key Story Details:

Directions:

1. Provide students with story maps where they must fill in characters, setting, and major events using key details from the story.

Retelling Stories in Their Own Words:

Directions:

1. After reading, students use puppets or props to retell the story, focusing on including the key details.

Explaining the Story's Central Idea or Message:

Directions:

1. After reading, discuss the story's message or lesson with students.
2. Have them draw a picture that represents the central idea and write a sentence explaining it.

Interpreting Illustrations:

- Interpret illustrations to develop a better understanding of the text
- Identify an illustration that helps describe the key details
- Explain how illustrations describe important key details
- Describe a text using the details
- Identify the key points an author is making in a text
- Recognize the author's reasoning by finding support within the text
- Explain how this information is useful, with scaffolding, as needed
- Identify the characters in stories
- Describe characters' experiences in the stories
- Identify similarities and differences in characters' experiences in stories • Identify similarities and differences in what happened to the characters
- Determine how characters solve problems
- Describe texts that are read, using various points (e.g., pictures, descriptions, etc)
- Identify the similarities and differences of two texts on the same topic
- Use various points of comparison (e.g., pictures, descriptions, etc)

Directions:

1. Show students illustrations from a text without the accompanying words.
2. Ask them to describe what is happening in the picture and predict how it connects to the story.

Explaining How Illustrations Describe Important Story Elements:

Directions:

1. After reading a picture book, discuss how the illustrations add to the understanding of the story's characters, setting, and events.
2. Have students choose one illustration and write a sentence describing what it shows.

Identifying the Author's Key Points and Reasoning:

Directions:

1. For an informational text, have students use sticky notes to mark where they think the author is making an important point.
2. Discuss these points as a class.

Recognizing Feeling and Sensory Words:

Directions:

1. As a class, create a "Feelings and Senses" word wall.
2. When reading, students can add new words to the wall and discuss what feelings or senses the words appeal to.

Comparing and Contrasting Texts:

Directions:

1. Read two texts on the same topic and use a Venn diagram to compare and contrast the key details, illustrations, and character experiences.

Reading Aloud with Accuracy and Fluency:

Directions:

1. Implement "partner reading" where students read a passage aloud to a partner, focusing on accuracy and expression.
2. The partner gives feedback.

- Participate in reading activities, either in a group or independently
- Articulate the purpose of the reading activities
- Model and develop engaging reading habits that lead to reading increasingly complex texts independently
- Understand how a sentence is organized
- Identify the first word of a sentence
- Identify the capitalization used to begin the sentence
- Identify the various types of end punctuation
- Identify long and short vowel sounds in single syllable words
- Produce the sound for each letter and blend to make a word
- Take apart a word by sounds
- Discern letter sounds at the beginning, middle, and end of words
- Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words
- Determine each phoneme of spoken one-syllable words
- Identify digraphs in orally produced words
- Produce the letters that make the sounds in words with digraphs
- Use specific strategies to decode words with digraphs

Decoding and Phonics Practice:

Directions:

1. Use word sorts for digraphs, vowel patterns, and one-syllable words.
2. Students can sort words into categories based on their sounds.

Understanding Sentence Structure:

Directions:

1. Provide sentence strips with mixed-up words.
2. Students will rearrange the words to create a proper sentence and identify the first word, capitalization, and punctuation.

• Produce the letter sounds to make a one-syllable word • Identify irregularly spelled words when reading • Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding • Identify long and short vowels when reading one-syllable words • Accurately read both long and short vowels in common one-syllable words • Use specific strategies to decode words using syllables • Recognize the vowel sound in every syllable • Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Use appropriate self-correction strategies to read words and for understanding • Reread text to better understand what was read, when necessary	
Writing Skills	Activities
Writing Focus: Use the writing process to create	

Opinion writing
Narrative writing
Routine writing

- Introduce the topic
- Express an opinion on the topic
- Include a reason to support the opinion
- Include a closing statement or section
- Tell events in a sequence
- Describe events using details
- Use sequence words to show order of events (e.g., now, when, then) • End with a closing sentence
- Respond to adults' and peers' (conferences and writing partner) questions and suggestions
- Reflect on writing and make changes
- Add descriptive words and details
- Recognize and correct spelling, grammar and punctuation errors
- Use technology to create and publish writing, with support when necessary
- Use technology to collaborate with peers, with adult support when necessary
- Understand their role in the shared projects

Introducing the Topic:

Provide students with simple prompts (e.g., "My favorite animal is...").

Directions:

1. Students write an introductory sentence that clearly states their topic.
2. Use sentence starters to guide them.

Expressing an Opinion on the Topic:

Directions:

1. After choosing a topic, students write a sentence expressing their opinion (e.g., "I think dogs are the best pets because...").
2. Encourage them to use the word "because" to connect their opinion to a reason.

Including a Reason to Support the Opinion:

Directions:

1. Students write an opinion piece where they include at least one reason to support their opinion.
2. Use graphic organizers (like a T-chart) to help them brainstorm reasons before writing.

Including a Closing Statement or Section:

Directions:

1. After writing an opinion piece, students write a closing sentence that restates their opinion in a new way (e.g., "That's why I think dogs are the best pets!").

Telling Events in Sequence:

Directions:

1. Provide students with sequence cards for a simple story.
2. Students arrange the cards in order and then write sentences describing each event in sequence.

- Contribute to the project from beginning to end
- Use graphic organizers to aid in collaboration
- Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions
- Take notes on the key details of provided information
- Read provided information to answer research questions and take notes
- Recall from their own background knowledge to answer research questions

Describing Events Using Details:

Directions:

1. After writing about an event, students add at least one descriptive detail to each sentence.
2. Use prompts like “What did it look like?” or “How did it feel?” to guide them.

Using Sequence Words to Show Order of Events:

Directions:

1. Provide students with a list of sequence words (e.g., first, next, then, finally).
2. Students use these words to write a short narrative about a familiar event, such as “My Day at the Park.”

Ending with a Closing Sentence:

Directions:

1. After writing a sequence of events, students write a closing sentence that summarizes the story or provides a final thought.

Responding to Feedback (Conferences and Writing Partners):

Directions:

1. Pair students as writing partners.
2. After writing, they share their work with each other and offer one complement and one suggestion for improvement.

Reflecting on Writing and Making Changes:

Directions:

1. Provide students with a simple rubric to self-assess their writing.
2. After reflection, they revise their work to improve one specific area (e.g., adding more details or fixing punctuation).

Adding Descriptive Words and Details:

Directions:

1. After writing a draft, students go back to add at least two adjectives or descriptive phrases to enhance their writing.

Recognizing and Correcting Spelling, Grammar, and Punctuation Errors:

Directions:

1. Provide students with a simple editing checklist.
2. After writing, they use the checklist to correct spelling, grammar, and punctuation errors.

Using Technology to Create and Publish Writing:

Directions:

1. With adult support, students use a word processing program to type and publish their writing.
2. They can choose fonts, add illustrations, and print their work.

Using Technology to Collaborate with Peers:

Directions:

1. In small groups, students collaborate on a shared digital document (like Google Docs) to write a short story.
2. They can each take turns adding sentences and editing each other's work.

Understanding Their Role in Shared Projects:

Directions:

1. During a group writing project, assign specific roles (e.g., writer, editor, illustrator) to each student.
2. They must complete their part and then share it with the group.

Extension:

1. Rotate roles in different projects so students experience each aspect of the collaborative writing process.

Contributing to the Project from Beginning to End:

Directions:

1. Start a class book project where each student contributes a page.
2. They work together from brainstorming to drafting, editing, and publishing.

Using Graphic Organizers to Aid in Collaboration:

	Directions: 1. Use graphic organizers (like story maps or Venn diagrams) in group projects to help students organize their thoughts and contributions before writing. Using Various Sources to Answer Questions: Directions: 1. Provide students with a research question (e.g., “What do animals need to survive?”). 2. They use a combination of books, pictures, and digital resources to find answers and take notes. Taking Notes on Key Details: Directions: 1. During a read-aloud or research session, students jot down key details on sticky notes or in a notebook. 2. They then use these notes to write a short summary or answer questions. Recalling Background Knowledge to Answer Research Questions: Directions: 1. When researching a familiar topic, students first write down what they already know. 2. They then compare this with new information they find and adjust their notes accordingly.
Speaking and Listening Skills	Activities
Task type: Respond to and interact with peers in small & whole group discussion	
• Participate in a variety of conversation (such as whole class discussions, literature circles, buddy	Participating in a Variety of Conversations: Directions:

reading and writing partners)

- Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)
- Ask question(s) when confused about a discussion
- Ask and answer questions about a text read aloud or information through other media to better student understanding
- Practice asking questions for clarification of key details
- Actively listen to presented information to answer questions
- Use strategies for asking questions that are on a topic
- Use strategies for understanding and answering questions asked of them
- Describe familiar people
- Tell about familiar places
- Describe memorable events
- Explain familiar events
- Report facts and details about experiences feelings and emotions
- Add visuals in order to present detailed information to others
- Construct drawings or gather other visual media when describing

1. Conduct a "Turn and Talk" where students discuss a prompt or question with a partner.
2. Rotate partners to expose students to different viewpoints and encourage diverse conversations.

Developing Skills in Active Listening and Group Discussion:

Directions:

1. During class discussions, use a "talking stick" or similar object to designate who has the floor to speak.
2. Students must listen carefully and wait for their turn to contribute.

Asking Questions When Confused:

Directions:

1. Role-play scenarios where a student might be confused (e.g., during a story or lesson).
2. Students practice asking clarifying questions like, "Can you explain that again?" or "What does that mean?"

Asking and Answering Questions About a Text Read Aloud or Information from Other Media:

Directions:

1. After a read-aloud or watching a short video, ask students to formulate questions about the content.
2. Pair students to answer each other's questions.

Practicing Asking Questions for Clarification of Key Details:

Directions:

1. During a read-aloud, pause to model asking questions about key details (e.g., "Why do you think the character did that?").
2. Then, have students practice asking their own questions.

Actively Listening to Presented Information to Answer Questions:

Directions:

1. After listening to a story or presentation, ask students to answer comprehension questions.

- Present information to others using appropriate visual displays to clearly express ideas
- Express thoughts and feelings and ideas in complete sentences
- Speak audibly to naturally express ideas

2. Use think-pair-share to encourage discussion before answering.

Using Strategies for Asking Questions That Are on Topic:

Directions:

1. Teach students the 5 W's (Who, What, Where, When, Why) as a framework for asking on-topic questions during discussions.
2. Provide prompts to help them practice.

Using Strategies for Understanding and Answering Questions Asked of Them:

Directions:

1. Practice answering questions in complete sentences by using sentence stems (e.g., "I think..." or "The answer is...").
2. Role-play Q&A sessions where students must use these stems.

Describing Familiar People:

Directions:

1. Students bring a picture of a family member or friend to class and describe that person in a few sentences, focusing on appearance, personality, and what makes them special.

Telling About Familiar Places:

Directions:

1. Students draw a picture of a familiar place (e.g., their home, school, or a park) and describe it to a partner, focusing on sensory details (what they see, hear, smell, etc.).

Describing Memorable Events:

Directions:

1. Students share a short story about a memorable event (e.g., a birthday party, a trip) with the class.
2. Encourage them to include key details about what happened, who was there, and how they felt.

Explaining Familiar Events:

Directions:

1. Provide students with a prompt (e.g., “Tell me about your morning routine”) and have them explain the sequence of events.
2. Encourage them to use sequence words like "first," "next," and "finally."

Reporting Facts and Details About Experiences, Feelings, and Emotions:

Directions:

1. During morning meetings or share time, encourage students to talk about how they feel and why.
2. They should provide details to explain their emotions.

Adding Visuals to Present Detailed Information to Others:

Directions:

1. Students create a poster or slide presentation about a favorite animal or place.
2. They include pictures and key facts to share with the class.

Constructing Drawings or Gathering Other Visual Media When Describing:

Directions:

1. After reading a story, students draw a picture of their favorite part and explain it to the class, describing what’s happening and why it’s important.

Presenting Information to Others Using Appropriate Visual Displays:

Directions:

1. Students prepare a short presentation about a topic of interest (e.g., “All About My Pet”).
2. They create a visual aid (poster, slideshow) to enhance their presentation.

Expressing Thoughts, Feelings, and Ideas in Complete Sentences:

Directions:

1. During class discussions, encourage students to answer questions in complete sentences.

	2. Use prompts like, “I think... because...” or “My idea is...” Speaking Audibly to Naturally Express Ideas: Directions: 1. Use a “volume meter” chart to teach students how to adjust their voice for different situations (e.g., loud for presentations, soft for partner work). 2. Practice using appropriate volume during speaking activities.
Language Skills	Activities
Skill focus: Demonstrate command of standard English grammar and mechanics when writing or speaking	
• Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking • Identify different tenses of verbs in reading • Explain how verbs can express past, present, and future • Use verb tense to express past, present, and future in writing • Identify adjectives and explain their function in reading • Use common adjectives in writing • Identify conjunctions and explain their function in reading • Use common conjunctions in writing • Identify determiners and explain their function in reading • Use determiners in writing	Demonstrating Knowledge of Pronouns: Directions: 1. Create a “Pronoun Scavenger Hunt” where students find and circle personal, possessive, and indefinite pronouns in a short text or story. 2. Discuss the function of each type. Identifying Different Tenses of Verbs: Directions: 1. Read a short story and highlight verbs. 2. Sort the verbs into past, present, and future tenses on a chart. Explaining and Using Verb Tenses: Directions: 1. Create a “Verb Tense Timeline” where students place verbs on a timeline showing past, present, and future events. Identifying and Using Adjectives: Directions: 1. Read a story and highlight adjectives. 2. Discuss how adjectives describe nouns.

- Identify and explain the purpose of prepositions in reading
- Use prepositional words in writing
- Demonstrate sentence variety in speaking and writing
- Understand that dates and names are capitalized
- Recognize proper nouns when reading and apply when writing
- Apply knowledge of ending punctuation to writing
- Apply rules for using commas in writing to dates and to single word series
- Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation
- Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
- Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts
- Explain the meaning of common affixes
- Demonstrate accurate inflection when reading (reading a question vs. reading a statement)
- Use knowledge of common affixes and inflection to understand words
- Apply root words and their inflectional forms in reading, writing and speaking

Identifying and Using Conjunctions:

Directions:

1. Circle conjunctions (e.g., and, but, or) in a passage.
2. Discuss how conjunctions connect ideas.

Identifying and Using Determiners:

Directions:

1. Identify determiners (e.g., a, the, some) in a story.
2. Discuss how determiners help specify nouns.

Identifying and Using Prepositions:

Directions:

1. Read a text and highlight prepositions (e.g., in, on, under).
2. Discuss how prepositions show relationships between objects

Demonstrating Sentence Variety:

Directions:

1. Rewrite simple sentences to make them more interesting by adding adjectives, adverbs, or conjunctions

Understanding Capitalization and Proper Nouns:

Directions:

1. Identify capitalized words and proper nouns in a text.
2. Discuss why these words are capitalized.

Applying Punctuation and Spelling Rules:

Directions:

1. Practice writing sentences with correct punctuation (periods, question marks) and spelling common words.
2. Use dictation exercises to reinforce these skills.

Using Vocabulary and Context Clues:

Directions:

1. Read a passage with unfamiliar words.
2. Use context clues to infer meanings and discuss the words' meanings

• Consistently decode words using the meaning of affixes root word, and inflection as a clue • Use and understand words that are rich in meaning in reading, speaking, and writing • Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing • Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives • Use vocabulary accurately in speaking and writing • Demonstrate using conjunctions in speaking and writing • Listen, share and read a variety of texts	as a class. Explaining Affixes and Using Inflection: Directions: 1. Introduce common prefixes and suffixes. 2. Students identify and add these to root words to create new words Applying Root Words and Inflection: Directions: 1. Break down words into their root forms and inflections. 2. Practice using these words in sentences. Understanding and Using Rich Vocabulary: Directions: 1. Introduce and discuss rich vocabulary words from texts. 2. Students use these words in sentences and stories Demonstrating Variety in Speaking and Writing: Directions: 1. Practice using different verbs, nouns, and adjectives in sentences and stories. 2. Share these with peers for feedback. Listening, Sharing, and Reading Texts: Directions: 1. Engage in read-aloud sessions where students listen to different texts and discuss them. 2. Practice reading aloud with expression and clarity.
Assessments	
Formative Assessments • Observation of participation in group discussions • Question and answer activities based on read-aloud texts • Graphic organizers for retelling stories	

- Vocabulary exercises focused on context clues
- Illustrations and text feature identification worksheets
- Writing prompts for expressing opinions and sharing information
- Oral presentations with peer feedback
- Phonemic awareness activities (e.g., blending and segmenting sounds)

Summative Assessments

- Retelling a story using key details in writing or orally
- Comprehension quiz on a read-aloud text, including questions about key details and vocabulary
- Written opinion piece with an introduction, reason, and closing statement
- Creation of a book review, incorporating illustrations and text features analysis
- Oral presentation summarizing a story or informational text, using visuals
- End-of-unit test covering reading comprehension, vocabulary, and writing skills

Resources

Mentor Texts

- *The Snowy Day* by Ezra Jack Keats (for story details, retelling, and key details)
- *Where the Wild Things Are* by Maurice Sendak (for interpreting illustrations and character analysis)
- *Owl Moon* by Jane Yolen (for sensory words and descriptive language)
- *The Very Hungry Caterpillar* by Eric Carle (for sequencing and key details)
- *Officer Buckle and Gloria* by Peggy Rathmann (for key details and comparing/contrasting texts)
- *If You Give a Mouse a Cookie* by Laura Numeroff (for cause and effect, and key details)
- *A House for Hermit Crab* by Eric Carle (for main idea and supporting details in a text)
- *Stellaluna* by Janell Cannon (for character comparison and story retelling)
- *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault (for phonics and letter recognition)

Websites

- <http://readingandwritingproject.org/>
- http://www.nwp.org/cs/public/print/resource_topic/teaching_reading
- <http://www.sightwords.com/>
- <https://fcrr.org/student-center-activities/kindergarten-and-first-grade>
- www.lindahoyt.com/tips.html
- <http://www.readwritethink.org/>
- <http://readingandwritingproject.org/>
- <http://www.schrockguide.net/>
- <http://twowritingteachers.wordpress.com>
- www.lindahoyt.com/tips.html

- *The Paperboy* by Dav Pilkey (for central idea and supporting details)
- *Click, Clack, Moo: Cows That Type* by Doreen Cronin (for opinion writing, reasons, and closing statements)
- *The Day the Crayons Quit* by Drew Daywalt (for expressing opinions and providing supporting reasons)
- *The Best Part of Me* by Wendy Ewald (for adding descriptive details)
- *My First Day* by Phung Nguyen Quang and Huynh Kim Lien (for reflecting on experiences and making changes)
- *Rocket Writes a Story* by Tad Hills (for responding to feedback and making revisions)
- *The Most Magnificent Thing* by Ashley Spires (for using technology and collaboration in writing)
- *The Important Book* by Margaret Wise Brown (for organizing and stating key details)
- *A Bad Case of Stripes* by David Shannon (for reflecting on personal experiences and expressing opinions)
- *Chrysanthemum* by Kevin Henkes (for discussions about familiar events and feelings)
- *Last Stop on Market Street* by Matt de la Peña (for describing places and memorable events)
- *The Name Jar* by Yangsook Choi (for describing familiar people and explaining familiar events)
- *Those Shoes* by Maribeth Boelts (for reporting experiences and emotions)
- *Knuffle Bunny* by Mo Willems (for describing memorable events and using visuals)
- *Stand Tall, Molly Lou Melon* by Patty Lovell (for expressing ideas in complete sentences and speaking audibly)
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (for discussing emotions and describing events)
- *Pete the Cat: I Love My White Shoes* by James Dean and Eric Litwin (simple verb tenses)

- http://www.nwp.org/cs/public/print/resource_topic/teaching_writing
- <http://www.seymoursimon.com/index.php/blog/>
- <http://readingandwritingproject.org/>
- www.jenniferserravallo.com/blog
- <http://www.wegivebooks.org/books>
- http://www.nwp.org/cs/public/print/resource_topic/teaching_reading
- <http://www.sightwords.com/>
- FCCR
- www.lindahoyt.com/tips.html
- <http://www.readwritethink.org/>
- <http://readingandwritingproject.org/>
- <http://www.schrockguide.net/>
- <http://twowritingteachers.wordpress.com>
- www.lindahoyt.com/tips.html
- <http://www.readwritethink.org/>
- http://www.nwp.org/cs/public/print/resource_topic/teaching_writing
- <http://readingandwritingproject.org/>
- www.lindahoyt.com/tips.html
- <http://readingandwritingproject.org/>
- www.lindahoyt.com/tips.html

• <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. and Eric Carle (descriptive adjectives) • <i>The Cat in the Hat</i> by Dr. Seuss (simple conjunctions) • <i>Madeline</i> by Ludwig Bemelmans (proper nouns and capitalization) • <i>Punctuation Takes a Vacation</i> by Robin Pulver (focus on punctuation) • <i>The Magic Tree House Series</i> by Mary Pope Osborne (context clues in context) • <i>The Word Collector</i> by Peter H. Reynolds (focus on vocabulary and affixes) • <i>The Berenstain Bears</i> series by Stan and Jan Berenstain (simple root words and inflection) • <i>What Do You Do With a Problem?</i> by Kobi Yamada (variety in language use)	• http://www.seymoursimon.com/index.php/blog/
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Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
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-Leveled texts according to ability	
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

Prepared by Julie Lang, MA

References

New Jersey Department of Education. (2024a). *New Jersey Department of Education*. English Language Arts.
<https://www.nj.gov/education/standards/ela/Index.shtml>