



First Grade English Language Arts and Literacy Curriculum

Assistant Superintendent
Donna Reichman

Director of Elementary Education
Dawn Auerbach

Assistant Principal
Cathy Gaynor

Committee Members

Suzana Adamo
Yvonne Arcilla
Stefanie Biondo
Elisabeth Bullock
Colleen Bustard
Hilary Caruso
Ashley Conklin
Dorothy Dmuchowski
Lisa Drake
Courtney Duin-Savastano
Jenna Furfaro

Rose Guselli
Ellen Klein
Lauren Mahmudi
Kim Moore
Jaime Morano
Debra Nussbaum
Dana Pentimone
Kimberly Sek
Serge Sosnov
Heather Weinstein

Curriculum Developed
July 2017
Revised August 2018 & 2022
Adopted August 18, 2022



How To Use this Curriculum

This curriculum was created to support English Language Arts teachers in their instructional choices. We know all sound instructional choices are based on the needs of the students in the classroom and therefore, this document is meant to be a guide. This guide lists all essential material: goals, standards, essential questions, teaching points, and assessments. While all students in a class will be working toward common goals, the day to day teaching points will vary based on what the students need. In other words, not all of the teaching points on the documents will necessarily be taught-- only the ones that the students in the class need-- but all of the goals will be addressed. In addition, if teachers need to add teaching points that are not listed in this document they should do so.

Steps for Using the Units:

1. Read the unit and discuss it with your colleagues.
2. Give a pre-assessment and analyze student work in relation to the unit goals.
3. Choose the teaching points that match your students' needs.
4. Choose the components you will use to teach them (shared reading, read aloud, shared writing, workshop, or word study- see chart on the following pages).
5. Make a plan and map out the progression of the individual unit.

Glossary of Terms

Book Club: 3-5 students who are all reading the same book and meet regularly to discuss their thinking

Celebration: the culminating event at the end of a unit of study; a time to self-reflect and set goals for future reading; connects in some ways to unit goals; can incorporate the theme of the unit and feel celebratory and fun

Classroom Library: at least a few hundred books that are a part of the classroom environment; organized and run by students; sorted into bins for easy student access; aligns with the units of study; organized by genre, author, or topic and leveled in student-appropriate ways

Conference: the teacher meets with individual students, gets to know them well through observations and process-based questions, reinforces a strength with feedback, offers new instruction with a teaching point, and uses the time to build a positive relationship with each student

Guided Reading: the teacher meets with a small group of students who are at the same instructional reading level and uses a common text to introduce that next reading level's characteristics; does a very brief introduction to the level, listens and coaches students as they read by themselves; has a comprehension conversation; and then chooses a teaching point that most students need based on current observations

Independent Reading: each student self selects books to read and applies strategies previously learned to engage with their texts

Independent Reading Level: books a student can read on his/her own with accuracy, fluency, and comprehension; not just the score on a formal benchmark assessment but also what the student can read all by himself

Instructional Reading Level: typically one reading level above the independent reading level where a student needs some support to comprehend the text but not so much that the teacher ends up doing most of the work

Interactive Read Aloud: the teacher reads a text or a portion of a text out loud and stops to model thinking and offer time for students to practice thinking through turn and talks or stop and jots; there is one copy of the book and the teacher is holding it

Mentor Text: a text the teacher uses to model strategies and study author's choices with students; this text is used over and over again for instruction

Mini-Lesson: direct instruction in a strategy; the teacher uses a connection to set the context, a demonstration to model a strategy, an active engagement to let students have a quick practice, and a link to connect the strategy to the larger goals of the unit and when they might choose to use them

Pre-Assessment: a formal or informal way of getting information about students' current ability to reach the goals of the unit prior to instruction; this can be a conference, questions that students answer off of a read aloud text or off of an independent text; teachers analyze the information gathered to make instructional decisions about what teaching points to focus on based on student needs

Post-Assessment: a formal assessment at the end of a unit of study that allows students to demonstrate all they learned and how they progressed toward the goals

Reading Partnership: two students who work together across a unit of study (and sometimes longer); they meet daily for either partner reading (kinder and 1st) or partner talk (2nd-5th); typically students who are at similar reading levels and get along well

Reading Workshop: a brief Mini-Lesson where the teacher models a strategy, followed by a large chunk of independent reading, while the teacher confers or meets with small groups, and then a time for student conversations and a teaching share at the end

Shared Reading: the teachers uses an enlarged (and often projected) text so all students can share in the reading process; there is an instructional focus each day; each session lasts about 10-15 minutes, the same text is used across several days

Strategy Group: a small group of students who the teacher decided all would benefit from the same strategy; teacher models and/or uses guided practice to coach students when using the strategy; typically students do not have the same text and apply the strategy in their own texts

Teaching Point: the focus of a lesson that includes a goal (what) and a strategy (how to)

Unit of Study: a way of organizing the year and the standards into containers where the entire class studies a topic or genre or set of skills for several weeks at a time

What is the structure of a unit of study?

Week 1: Immersion

Weeks 2-5: Workshop Weeks

Week 6: Feedback, Assessment, and Reflection (FAR)

What is Immersion?

During the first week of a unit of study the class is immersed in the genre, skills, and strategies that will be studied during the workshop weeks. The purpose of immersion is to

- assess students' prior knowledge and skills with the goals of the unit
- preview the work that students will be learning to do independently during the workshops
- pre-teach language, vocabulary, and concepts
- participate in shared experiences
- build excitement, enthusiasm, and a clear purpose for students

While students will continue to read independently both in school and at home during the immersion week, most of the teaching time during this week will be dedicated to shared experiences. This allows teachers to build a common, strong foundation in the goals for the unit prior to expecting students to begin working independently in the workshop. Most of the teaching and learning during this week will be in the components of balanced literacy. These include

- pre-assessments
- interactive read alouds
- shared reading
- shared and interactive writing
- goal-setting conferences with students

These components begin during immersion and continue throughout the entire unit of study. On the next page is a sample schedule for the immersion week.

Immersion Week Sample Schedule

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Explain goals and essential questions for the units (and continue across the week)</p> <p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Pre-Assessment for Writing Part 1 (plan and draft) 30-45 minutes</p>	<p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Pre-Assessments for Writing Part 2 (revise and edit) 30 minutes</p>	<p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Pre-Assessment for Reading 30-45 minutes</p>	<p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Independent Reading 30-45 minutes and confer with students about setting goals</p>	<p>Interactive Read Aloud 15-20 minutes</p> <p>Shared Reading 15 minutes</p> <p>Shared Writing 15 minutes</p> <p>Independent Reading 30-45 minutes and confer with students about setting goals</p>

*These sample schedules include reading and writing but not word study.

How do the components fit into the workshop weeks?

Weeks 2-5

During the workshop weeks reading workshop happens daily for about 45 minutes. There are some units of study where the reading and writing are so closely aligned that there may be a 90 minute workshop where both reading and writing are happening together.

The remaining three components are often rotated throughout the week so that Shared Reading happens 4 days a week, Interactive Read Aloud happens 3 days a week, and Shared or Interactive Writing (K-1) happens 3 days a week. Of course, this schedule is based solely on the 120 minute literacy time. Read aloud, shared reading and shared writing can be used in social studies, science, and other areas when appropriate. Word Study happens outside of this sample schedule.

Monday	Tuesday	Wednesday	Thursday	Friday
Reading Workshop 45 minutes	Reading Workshop 45 minutes	Reading Workshop 45 minutes	Reading Workshop 45 minutes	Reading Workshop 45 minutes
Writing Workshop 45 minutes	Writing Workshop 45 minutes	Writing Workshop 45 minutes	Writing Workshop 45 minutes	Writing Workshop 45 minutes
Interactive Read Aloud 15 minutes	Interactive Read Aloud 15 minutes	Shared Reading 15 minutes	Interactive Read Aloud 15 minutes	Shared Reading 15 minutes
Shared Writing 15 minutes	Shared Reading 15 minutes	Shared Writing 15 minutes	Shared Reading 15 minutes	Shared Writing 15 minutes

What is the Feedback, Assessment, Reflection (FAR) week?

Week 6

During the sixth, and final week of the unit of study, the students will participate in post-assessments, reflect on their growth and learning, and be given explicit feedback. This week allows the teacher and students time to

- consolidate and apply what was learned across the month into a shorter time frame in post-assessments (embedding test-taking practice and skills into the units)
- look back across the unit and reflect on what was learned and what skills continue to need attention
- confer with every student and offer specific feedback they can focus on in the next units of study
- celebrate and share learning with others

During the FAR week, students will be working independently, in small groups, and with the teacher. Below is a sample schedule for what the FAR week might look like.

One Possible Schedule for Feedback, Assessment, Reflection (FAR)

Monday	Tuesday	Wednesday	Thursday	Friday
Post-Assessment for Writing Part 1 Post-Assessment for Reading	Post-Assessment for Writing Part 2 Rehearse and Prepare for Reading Celebration Fancy-Up Published Piece of Writing *Teacher meets with groups of students to give feedback and go over assessments and goals	Write a reflection on your progress towards your goals for the units Finish published pieces and/or review your pre-assessment and revise it in another color pencil *Teacher meets with groups of students to give feedback and go over assessments and goals	Reading Celebration and Conversations to Wrap-up the Unit (back to essential questions and goals) Begin to organize the classroom library for the next unit of study (re-order books etc.) *Teacher meets with groups of students to give feedback and go over assessments and goals	Writing Celebration and Conversations to Wrap-up the Unit (back to essential questions and goals) Read and comment on each other's work and place published pieces in the classroom library

What does a Reading Workshop Period Look Like?

If you have 45 minutes you can break up your time into smaller chunks. The middle 30 minutes is for independent reading and then the teacher can decide who to meet with in conferences or small groups.

10	MINI-LESSON
10	
10	
10	
5	TEACHING SHARE

Below is one sample way to break up the 30 minutes of independent reading instructional time in a primary classroom setting.

	STUDENTS	TEACHER
10	MINILESSON	MINILESSON
10	INDEPENDENT READING	CONFER WITH 2 STUDENTS
10	PARTNER READING	GUIDED READING GROUP WITH 3-5 STUDENTS
10	INDEPENDENT READING	STRATEGY GROUP WITH 2-5 STUDENTS
5	TEACHING SHARE	TEACHING SHARE

Below is one example in an upper elementary grade setting.

	STUDENTS	TEACHER
10	MINI-LESSON	MINI-LESSON
15	INDEPENDENT READING	2 CONFERENCES
15	INDEPENDENT READING	STRATEGY LESSON WITH 3-4 STUDENTS
5	PARTNER CONVERSATIONS	COACH PARTNERSHIPS
5	TEACHING SHARE	TEACHING SHARE

ELA: Reading
Grade 1
Year-at-a-Glance

Units	Time Frame	Read Aloud/Shared Reading Goals	Independent/Guided Reading Goals
Unit 1: Launch <i>Building Your Reading Toolbox</i>	6 Weeks	<ul style="list-style-type: none"> • Readers share their thinking with partners. • Readers use tools to understand their books. 	<ul style="list-style-type: none"> • Readers use routines to stay focused on their reading. • Readers choose books they want to read and can read. • Readers build their stamina. • Readers share their thinking with partners. • Readers use tools to understand their books.
Unit 2: Fiction <i>Fiction is FUN!</i>	8 Weeks	<ul style="list-style-type: none"> • Readers know different ways to read and retell books. • Readers think about and talk about books. • Readers use strategies before, during and after reading. 	<ul style="list-style-type: none"> • Readers use strategies to figure out words. • Readers know different ways to read and retell books. • Readers think about and talk about books. • Readers use strategies before, during and after reading.
Unit 3: NonFiction <i>Diving Into Nonfiction</i>	8 Weeks	<ul style="list-style-type: none"> • Readers understand types of nonfiction texts. • Readers understand the structure and features of nonfiction text. • Readers use strategies before, during and after reading. 	<ul style="list-style-type: none"> • Readers understand types of nonfiction texts: • Readers understand the structure and features of nonfiction text. • Readers use strategies before, during and after reading.

<p>Unit 4: Poetry & Plays <i>The Power of Poetry & Plays</i></p>	6 Weeks	<ul style="list-style-type: none"> • Readers identify the features of poetry. • Readers use strategies before, during and after reading. • Readers use their voice effectively to engage an audience. 	<ul style="list-style-type: none"> • Readers identify the features of poetry. • Readers use strategies before, during and after reading. • Readers use more strategies to figure out tricky words and read smoothly. • Readers share their thoughts with their partners.
<p>Unit 5: Social Studies <i>Around The World: Discovering Communities, Families & Traditions</i></p>	4 Weeks Reading shared with 3 Weeks of Writing	<ul style="list-style-type: none"> • Readers use their background knowledge to read about the world. • Readers learn content-specific vocabulary. • Readers use strategies before, during and after reading. 	<ul style="list-style-type: none"> • Readers preview a book and think about what they will be learning about. • Readers learn content-specific vocabulary. • Readers use strategies before, during and after reading. • Readers think about questions they have about the book's topic. • Readers work with partners to share their learning and explain their questions and answers. • Writers will compose text following conventions and rules of grammar learned throughout the year.

Launch: Building Your Reading Toolbox

Grade 1 Unit 1

The start of the school year is a time to create a community of readers. This means we model our love of reading and get to know our students as readers. Part of being in a community means creating routines and rituals for how reading time gets used such as how to use the classroom library and how to talk to a partner. We called this unit “Building Your Reading Toolbox” because we want to empower first graders to use the tools (strategies) we model for them. This theme can be used to build engagement. You might make a toolbox bulletin board so you can add the tools (strategies) to it all year long. Or you might want to have your students bring in shoeboxes or cereal boxes and make their own toolboxes. They can add tools to it all year. The toolbox metaphor is meant to show students that we are not teaching daily assignments but tools they will use over and over again all year as readers.



© Can Stock Photo

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What do readers do? • How can routines support readers? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers use routines to stay focused on their reading. • Readers choose books they want to read and can read. • Readers build their stamina. • Readers share their thinking with partners. • Readers use tools to understand their books.
<p>Teaching Texts: SCHOOLWIDE:</p> <p>Mentor Texts (Read Alouds)</p> <ul style="list-style-type: none"> • <i>The Best Places to Read</i> by Debbie Bertram and Susan Bloom • <i>Born to Read</i> by Judy Sierra • <i>Ice Cream: The Full Scoop</i> by Gail Gibbons • <i>Library Mouse: A World to Explore</i> by Daniel Kirk • <i>Miss Smith’s Incredible Storybook</i> by Michael Garland • <i>Red Sings from Treetops: A Year in Colors</i> by Joyce Sidman <p>Shared Texts</p> <ul style="list-style-type: none"> • “The Adventures of Spot” by Marileta Robinson from <i>Highlights High Five</i> • “Lost and Found” by Susan Yoder Ackerman from <i>Zootles: Zebras</i> • “Mr. Sticky Paws” by Lissa Rovetch from <i>Highlights High Five</i> • “On the Move: An Action Rhyme” by Mandy C. Yates from <i>Highlights High Five</i> • “Sharing the Wheat: A Middle Eastern Folktale” retold by Nina Jaffe from <i>Highlights High Five</i> • “The Sweet Smell of Books” by Pat Pollack • “Watching Whales” by Agnieszka Biskup from <i>Zootles: Wheels</i> <p>OTHER:</p> <ul style="list-style-type: none"> • Language Standards Staircase • Leveled Classroom Libraries • Mentor Text Author Pages & Summary Spreadsheet 	<p>NJSLS-ELA NJSLS-Social Studies Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u> <i>Key Ideas and Details:</i> RL.1.1, RL.1.2, RL.1.3 <i>Craft and Structure:</i> RL.1.4, RL.1.5, RL.1.6 <i>Integration of Knowledge and Ideas:</i> RL.1.7, RL.1.9 <i>Range of Reading and Level of Text Complexity:</i> RL.1.10</p> <p><u>Reading Standards for Information</u> <i>Key Ideas and Details:</i> RI.1.1, RI.1.2 <i>Craft and Structure:</i> RI.1.4, RI.1.5 <i>Integration of Knowledge and Ideas:</i> RI.1.7 <i>Range of Reading and Level of Text Complexity:</i> RI.1.10</p> <p><u>Reading Foundational Standards</u> <i>Print Concepts:</i> RF.1.1 <i>Phonological Awareness:</i> RF.1.2 <i>Phonics and Word Recognition:</i> RF.1.3 <i>Fluency:</i> RF.1.4</p> <p><u>Writing Standards</u> <i>Production and Distribution of Writing:</i> W.1.5</p> <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.1.1, SL.1.2, SL.1.3 <i>Presentation of Knowledge and Ideas:</i> SL.1.4, SL.1.5, SL.1.6</p>

	<p><u>Language Standards</u> <i>Vocabulary Acquisition and Use: L.1.4, L.1.5, L.1.6</i></p> <p><u>Career Readiness Practices</u> CRP1.</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language: ELD Standard 1</i> <i>The Language of Language Arts: ELD Standard 2</i></p>
<p>What Students Are Reading:</p> <ul style="list-style-type: none"> ● Table Baskets of Look Books- any book a student chooses to read by looking at the pictures and words ● Just Right Books- later in the unit you can teach students how to use the classroom library and choose just right books (students at the beginning of grade 1 often need 8-10 books per week in their book baggies) 	<p>Unit Timeframe: 6 Weeks</p>
<p>Vocabulary and Key Concepts: Stamina - is a child's ability to focus and read independently for longish periods of time without being distracted or without distracting others Look Books - books children choose to read by looking at the pictures and words.</p>	<p>Assessments (some assessments can be in more than one category): <u>Formative:</u> Observations, notebooks, class participation, guided reading, independent reading, conferring <u>Summative:</u> SchoolWide reading assessments and teacher created assignments <u>Benchmark:</u> Fountas & Pinnell, FUNdations <u>Alternative:</u> Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p>
<p>Reading Foundation Skills:</p> <ul style="list-style-type: none"> ● Resource: <i>Foundations</i> and appropriate materials as needed with each <i>Foundations</i> activity ● G1 Foundations Pacing Calendar 	<p>Differentiation Strategies:</p> <ul style="list-style-type: none"> ● Strategy and flexible groups based on formative assessment or student choice ● Guided reading groups ● One:One conferring with teacher

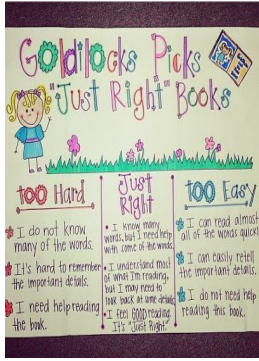
- Student selected goals for reading
- Level of independence
- Consult mentor texts to support reading strategies
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

Social Studies: 6.1.2.CivicsPR.2, 6.1.2.CivicsPR.3, Holocaust Mandate

Career Readiness, Life Literacies, & Key Skills: 9.1.2.CR.1, 9.4.2.IML.1, 9.4.2.TL.1

In this unit, students will have the opportunity to become a classroom of readers and learn how to function in a community. The book *Library Mouse: A World to Explore* has the theme of teamwork between two friends woven throughout the book, alongside the importance of learning, reading, writing, and sharing, which can be used to address the Holocaust Mandate. Students can use their computer device in a variety of ways to support their learning and participate in classroom activities.

Unit Goals	Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i>	Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i>	Notes for Teachers
<p>Readers use routines to stay focused on their reading.</p>	<p>Readers learn what it means to be part of a reading community that values listening, sharing and reading (Lesson 1).</p> <p>Readers learn the expectations and behaviors for shared/read aloud reading time (Lesson 3).</p> <p>Readers use the parts of the book and handle them carefully (Lesson 2).</p> <p>Readers find spots that help them stay focused on their reading (Lesson 4).</p>	<p>Readers learn the expectations and behaviors for independent reading time (Lesson 3).</p> <p>Readers use the parts of the book and handle them carefully (Lesson 2).</p> <p>Readers find spots that help them stay focused on their reading (Lesson 4).</p>	<p>Teachers can model HOW to follow a routine that matches these behaviors. Some examples of routines include:</p> <ul style="list-style-type: none"> • How to arrive and leave the class meeting area • How to turn and talk with a partner (knee to knee) • How to sit during independent reading (suggested is back to back) • How to use a book baggie.
<p>Readers choose books they want to read and can read.</p>	<p>Readers choose books that are just right for them (Mini-Lesson 1).</p>	<p>Readers choose “just right” books for their book boxes (Mini-Lesson 1).</p>	<p>Mini-Lesson 1: A just right book is not just the students’ level. It is what they are interested in reading and might be a range of levels. You may want to create a chart with your class to show them what makes a just right book.</p> 

		Readers choose different types of books to read (Mini-Lesson 2 and also Mini-Lesson 6).	For Mini-Lesson 2, you might want to emphasize how to choose different types of books rather than teaching what all the genres are at this point in the year.
Readers build their stamina.	Readers keep themselves reading by using clues when they come to unfamiliar words about what they mean (Lesson 11).	<p>Readers read as long as they can and stay focused on just their books. Readers set goals for how long they will read each day (Mini-Lesson 5).</p> <p>Readers keep themselves reading by using clues when they come to unfamiliar words about what they mean (Lesson 11).</p> <p>When readers finish one book they immediately begin the next book. They keep reading the whole time.</p> <p>Readers solve their own reading problems by using all they know to read and do not interrupt others when they get stuck.</p>	<p>You can assess how long students can read on day 1 and then add 1-2 minutes per day across the unit so they begin to build their stamina. Model how you stay focused on your reading and give students mini-breaks by adding in partner reading as needed.</p> <p>Teachers can use any read aloud or shared reading text to model how to use context clues if you do not want to use the poem listed in this lesson plan.</p> <p>If your students need help with stamina (like most do) you can structure the reading time like this:</p> <ul style="list-style-type: none"> • Independent reading for 5-15 minutes • Partner reading for 5-15 minutes <p>This keeps students reading longer by having time to read to a partner.</p>
Readers share their thinking with partners.	Readers know expectations for sharing with a partner; listening, looking and repeating back what they heard (Lesson 5).	Readers know expectations for sharing with a partner (Lesson 5).	

	<p>Readers learn from nonfiction books and tell what they learned to a partner (Mini-Lesson 4).</p> <p>Readers use sticky notes to mark places they want to talk about and show that part to their partner. They explain why they marked that spot.</p>	<p>Readers use sticky notes to mark places they want to talk about and show that part to their partner. They explain why they marked that spot.</p>	<p>Make sure students have nonfiction to read if teaching Mini-Lesson 4.</p> <p>You can create a chart with students about how to be an active listener or how to be a partner. You can take photos of students showing the behaviors of active listening and use them as visuals on the chart or sketch what it looks like.</p> <p>Sticky notes can just be small flags and they do not need to write on them yet.</p>
Readers use tools to understand their books.	<p>Readers share the main story elements in their fiction books (Lesson 6).</p> <p>Readers notice when they make personal connections to a character or setting as a way to help them understand the story (Lesson 7).</p> <p>Readers use story elements to make predictions about what will happen next (Lesson 8).</p> <p>Readers make movies in their minds as they read (Lesson 9).</p> <p>Readers use the words, labels, and pictures together to understand their books (Lesson 12).</p> <p>Readers jot down their thinking as they read (Mini-Lesson 3).</p>	<p>Readers make movies in their minds as they read (Lesson 9).</p> <p>Readers use the words, labels, and pictures together to understand their books (Lesson 12).</p> <p>Readers jot down their thinking on sticky notes as they read (Mini-Lesson 3).</p>	<p>It is easy for students to make surface connections that do not help with understanding. Model how it helps you understand the character or setting.</p> <p>For identifying story elements (Lesson 6) you might want to spend a few days on this focus.</p> <p>-Day 1 reviewing what the story elements are.</p> <p>-Day 2 identifying the story elements in books. -Day 3 (optional) Make sure they are reading fiction books at this time to retell.</p> <p>*Also, note that most first graders will not be reading books independently that have problems and solutions yet (based on reading levels) so you may only emphasize characters and setting.</p>

			<p>We suggest you skip the worksheet/chart on (page 70).</p> <p>Instead of using the graphic organizer on page 99 you might want to introduce sticky notes and show students how to mark and jot on the note. It is not necessary for students to write that much at this point in the year about their reading and we do not want writing to take up reading time.</p>
--	--	--	---

We suggest you **SKIP** the following lessons:

- Lesson 10

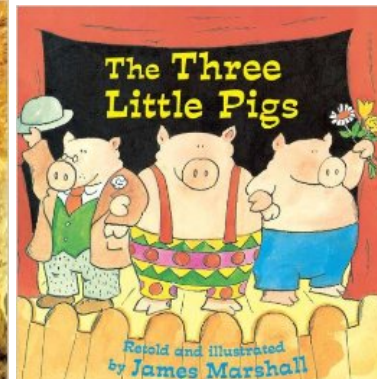
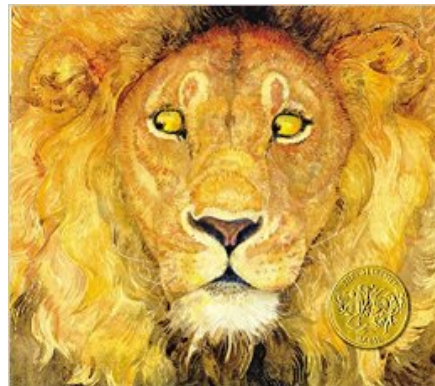
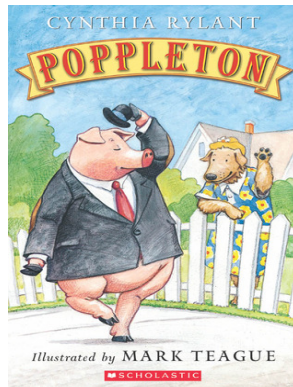
Celebration Ideas: End the unit by reviewing the tools they learned to go in their toolbox. Remind students they will continue to use these tools all year long. Students can make “tools.” A few ideas include:

- Make a bookmark of strategies/tools
- Write one strategy/tool per index card and put them in the toolbox if they made one
- Place strategy/tool cards on a ring that students can add to and refer to all year.

Fiction: Fiction is FUN!

Grade 1 Unit 2

Fiction encompasses many different types of stories – fantasy, magical, traditional, historical, mythological, or realistic. There is something for everyone! Fiction writers are storytellers who aim to entertain, provide enjoyment, demonstrate a moral, reveal human nature, kindle the imagination, or explain aspects of life, culture and nature. By reading and studying different types of fiction, students will develop an understanding of various forms, features and purposes of fiction. Students will learn and apply specific reading skills and strategies that will enable them to visualize, infer characters' feelings and traits, identify the author's message and actively engage with the texts they read.



<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers figure out unknown words? • How do conversations help readers understand fiction? • What do readers think about when they read fiction? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles. • Readers use strategies to figure out words. • Readers know different ways to read and retell books. • Readers think about and talk about books. • Readers use strategies before, during and after reading.
<p>Teaching Texts: SCHOOLWIDE:</p> <p>Mentor Texts (Read Alouds)</p> <ul style="list-style-type: none"> • <i>The 3 Little Dassies</i> by Jan Brett • <i>Blackout</i> by John Rocco • <i>The Lion and the Mouse</i> by Jerry Pinkney • <i>The Mightiest</i> by Keiko Kasza • <i>Poppleton</i> by Cynthia Rylant • <i>The Three Little Pigs</i> retold by James Marshall <p>Shared Texts</p> <ul style="list-style-type: none"> • “Backyard Picnic” by Lissa Rovetch from <i>Highlights High Five</i> • “Don’t Eat the Gigggleberries!” by David Roper from <i>Highlights High Five</i> • “The Giant Turnip” retold by Diana Calio from <i>Highlights High Five</i> • “Lights Out!” by Radha HS from <i>Highlights High Five</i> <p>OTHER Optional Texts:</p> <ul style="list-style-type: none"> • <i>Henry P. Baloney</i> by John Scieszka (for teaching context clues) • <i>Duck For President</i> by Doreen Cronin (for teaching character traits) • <i>Don’t Let the Pigeon Drive the Bus</i> series by Mo Willems (for teaching reading with expression) 	<p>NJSLS-ELA NJSLS-Social Studies Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u> <i>Key Ideas and Details:</i> RL.1.1, RL.1.2, RL.1.3 <i>Craft and Structure:</i> RL.1.4, RL.1.5, RL.1.6, <i>Integration of Knowledge and Ideas:</i> RL.1.7, RL.1.9 <i>Range of Reading and Level of Text Complexity:</i> RL.1.10</p> <p><u>Reading Foundational Standards</u> <i>Print Concepts:</i> RF.1.1 <i>Phonological Awareness:</i> RF.1.2, <i>Phonics and Word Recognition:</i> RF.1.3 <i>Fluency:</i> RF.1.4</p> <p><u>Writing Standards</u> <i>Text Types and Purposes:</i> W.1.1, W.1.3</p> <p><u>Speaking and Listening</u> <i>Comprehension and Collaboration:</i> SL.1.1, SL.1.2, <i>Presentation of Knowledge and Ideas:</i> SL.1.4, SL.1.5</p> <p><u>Language Standards</u></p>

<ul style="list-style-type: none"> • <i>Elephant & Piggie</i> series by Mo Willems (for teaching reading with expression) • Mentor Text Author Pages & Summary Spreadsheet <p>OTHER:</p> <ul style="list-style-type: none"> • Language Standards Staircase • Leveled Classroom Libraries • Readworks 	<p><i>Vocabulary Acquisition and Use</i>: L.1.4, L.1.5, L.1.6</p> <p><u>Career Readiness Practices</u> CRP1.</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language</i>: ELD Standard 1 <i>The Language of Language Arts</i>: ELD Standard 2</p>
<p>What Students Are Reading: Various picture books & fiction texts at independent levels. Once teachers know the students' levels, students will choose independent reading books from the classroom library.</p> <ul style="list-style-type: none"> • Students reading levels A-I should select 8-10 books per week. 	<p>Unit Timeframe: 8 Weeks</p>
<p>Vocabulary and Key Concepts: Fiction - literary work based on the imagination and not necessarily on fact; an invented story Realistic -representing what is real Fantasy - something produced by the imagination : an idea about something that is far removed from what is real Author's Purpose - is the reason an author decides to write about a specific topic Summarize - a brief statement that presents the main points in a concise form Setting - the place and conditions in which something happens or exists. The time, place, and conditions in which the action of a book take place Plot -the main events in the story Predict - to say something that will or might happen in the future</p>	<p>Assessments (some assessments can be in more than one category): <u>Formative</u>: Observations, notebooks, class participation, guided reading, independent reading, conferring <u>Summative</u>: SchoolWide reading assessments and teacher created assignments <u>Benchmark</u>: Fountas & Pinnell, FUNdations <u>Alternative</u>: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p>

Reading Foundation Skills:

- Resource: *Foundations* and appropriate materials as needed with each *Foundations* activity
- [G1 Foundations Pacing Calendar](#)

Differentiation Strategies:

- Strategy and flexible groups based on formative assessment or student choice
- Guided reading groups
- One:One conferring with teacher
- Student selected goals for reading
- Level of independence
- Consult mentor texts to support reading strategies
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

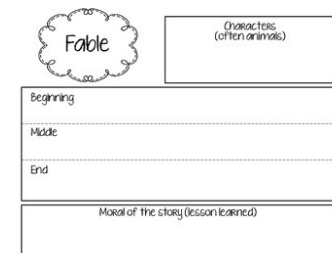
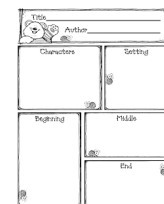
Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

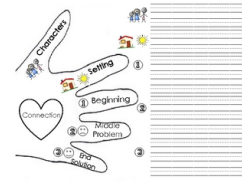
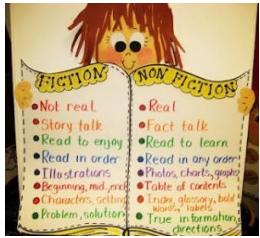
Social Studies: 6.1.2.HistorySE.1, Amistad Mandate, Holocaust Mandate, Asian Americans and Pacific Islanders (AAPI) Mandate

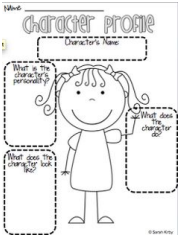
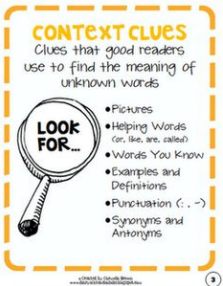
Career Readiness, Life Literacies, and Key Skills: 9.4.2.GCA.1, 9.4.2.IML.1

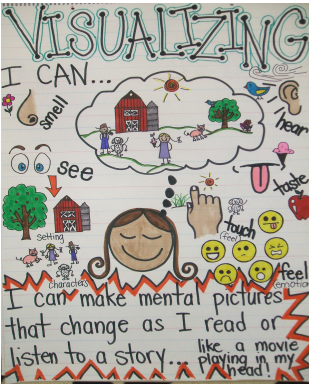
In this unit, students will have the opportunity to engage in a variety of fiction books including some tales and fables. The book *Blackout* can be used for a thematic approach to making friends to address the Holocaust Mandate and *The 3 Little Dassies* exposes students to the African version of *The Three Little Pigs* which exposes students to global literature and highlights African culture. Teachers can also discuss the literary contributions of author Jerry Pinkney using the *Lion and Mouse*. Teachers can also discuss *The Mightiest* also supports the AAPI mandate due to the author's heritage.

Unit Goals	Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i>	Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i>	Notes for Teachers
Readers use strategies to figure out words.	Readers use a variety of strategies to figure out new words.	<p>Readers notice when they come across a tricky word and work to solve it by:</p> <ul style="list-style-type: none"> • looking at the picture and thinking about what would make sense. (levels A and up) • getting their mouth ready for the beginning letters. (level C) • Looking at the picture AND using the first letter (level C and up) • moving their eyes through the whole word. (level D) • thinking about what makes sense. (all levels) • looking for patterns and familiar words. • using the picture and thinking about the story. • blending the sounds, stretching the word, and rereading. (Level D and up) • flipping the letter sound. (level D/E and up) • chunking the letters and sounds. (level D and up) • skipping the word and then rereading. • trading a word that makes sense. • noticing patterns in books- which words repeat on each page. • checking the word wall. • recognizing when there is a sight word with an ending. • reading through the whole word. 	<p>All of these strategies are meant to help students move through and strengthen their reading habits. If the whole class needs one of these strategies this can be a Mini-Lesson you model in a leveled book that looks like the students' books. If only some students need a strategy this could be a conference or small group lesson. The reading level that matches the strategy is listed next to each one for an easy reference.</p>

		<p>Readers stop when something doesn't make sense and go back to fix it up.</p> <ul style="list-style-type: none"> • Readers ask themselves: <ul style="list-style-type: none"> ○ Does it look right? ○ Does it sound right? ○ Does it make sense?" • Readers help their partners with tricky words. • Readers use a slow check to make sure their word. prediction is correct- before moving on. 	
Readers know different ways to read and retell books.	<p>Readers use illustrations and imaginations to build a story in their minds and retell it (Lesson 3).</p> <p>Readers read and retell a traditional tale with predictable elements and a central message (Lesson 2).</p>	Readers use illustrations and imaginations to build a story in their minds and retell it (Lesson 3).	<p>Lesson 3 : Alternate book suggestion: <u>Flora and the Flamingo</u> by Molly Idle *Note: <u>Flora and the Flamingo</u> is NOT a fable, but will meet the goal. Alternative Activity: Read the fable The Ant & The Dove (LBD), complete fable organizer like the one below:</p> <div data-bbox="1516 818 1845 1068" data-label="Form">  <p>A fable organizer form. At the top left is a cloud-shaped box labeled 'Fable'. To its right is a rectangular box labeled 'Characters (often animals)'. Below these are three horizontal boxes labeled 'Beginning', 'Middle', and 'End'. At the bottom is a larger rectangular box labeled 'Moral of the story (lesson learned)'.</p> </div> <p>Lesson 2: Teacher may wish to use a story map in place of the one on page 39.</p> <div data-bbox="1602 1269 1764 1471" data-label="Form">  <p>A story map form. At the top are two boxes labeled 'Title' and 'Author'. Below these are four boxes arranged in a 2x2 grid. The top-left box is labeled 'Characters', the top-right box is labeled 'Setting', the bottom-left box is labeled 'Beginning', and the bottom-right box is labeled 'End'.</p> </div>

	<p>Readers retell a story across their fingers or in pictures using sequence words (Lesson 4).</p> <p>Readers think, reflect and write in response to text they have read (Mini-Lesson 9).</p>	<p>Readers retell a story across their fingers (Lesson 4).</p> <p>Readers retell thinking about the beginning, middle, and end of their books.</p>	<p>Lesson 4: Teacher may wish to use the Retelling Across Your Hand strategy below instead of the Appendix on page 49.</p>  <p>Mini-Lesson 9: Teacher may wish to simplify organizers on pages 113 and 114.</p>
<p>Readers think about and talk about books.</p>	<p>Readers tell the difference between fiction and informational books (Lesson 1).</p> <p>Readers notice similarities and differences when reading different</p>	<p>In small groups, readers identify the look and sound of fictional story books (Lesson 1).</p>	<p>Lesson 1: Teacher may wish to create an alternate anchor chart. See below.</p>  <p>Activity suggestions: Partners sort books that are fiction vs. nonfiction. Create a Venn diagram comparing/contrasting fiction vs. nonfiction.</p> <p>Lesson 5: Another suggestion for stories to compare are The 3 Little Pigs & The True Story of the 3 Little Pigs.</p>

	<p>versions of a familiar story (Lesson 5).</p> <p>Readers get to know characters in fantasy stories (Lesson 6).</p> <p>Readers use context clues and personal schema to figure out unknown words (Mini-Lesson 4).</p> <p>Students describe character traits (Mini-Lesson 6).</p> <p>Readers figure out the “big idea” of the story (Mini-Lesson 10).</p>	<p>Readers identify character traits in appropriate level texts (Lesson 6).</p> <p>Readers look for clues to determine unknown words (Mini-Lesson 4).</p> <p>Readers get to know characters. (Mini-Lesson 6).</p> <p>Readers mark places to talk about with a partner. They use a sticky note and then show that part and explain their thinking.</p> <ul style="list-style-type: none">• Readers ask each other questions about their thinking such as, “Why do you think that?” and “What do you mean?”	<p>Lesson 6: Teacher may wish to use a Character Organizer like the one below instead of the one on page 58 and 62.</p>  <p>Mini-Lesson 4: Teachers may wish to create a Context Clues anchor chart in place of the one on page 85.</p>  <p>Mini-Lesson 10: Teachers may wish to simplify the lesson by focusing on <u>one</u> book’s central message OR teachers may stretch this lesson out over the course of several days to include many stories/central messages.</p>
--	---	---	---

		<ul style="list-style-type: none"> Readers point to parts of their books when they share with a partner and show them where in the book they had an idea. 	
Readers use strategies before, during and after reading.	<p>Readers make connections to characters (Lesson 7).</p> <p>Readers use their personal experiences to connect with realistic fiction (Lesson 8).</p> <p>Readers use their 5 senses to visualize and make a movie in their minds (Mini-Lesson 2).</p> <p>Readers ask meaningful questions about text (Mini-Lesson 3).</p> <p>Readers build fluency by reading with expression,</p>	<p>Readers make connections to characters (Lesson 7).</p> <p>Readers read other realistic fiction books and make connections (Lesson 8).</p> <p>Readers talk about what images they are creating in their minds using the 5 senses. (Use Appendix 2 on page 77 Mini-Lesson 2).</p> <p>Readers ask questions as they read (Mini-Lesson 3).</p>	<p>Lesson 7: Revised extension activity: Students draw a picture comparing themselves to Poppleton and write a sentence to explain.</p> <p>Lesson 8: Have students choose realistic fiction books to add to their book bins/boxes.</p> <p>Mini-Lesson 2: Create a “Visualizing” anchor chart with students.</p>  <p>Mini-Lesson 3: While teachers will have already taught students about asking questions earlier in the year, this lesson provides an opportunity to dig deeper.</p>

	<p>“Don’t read like a robot!” (Mini-Lesson 5).</p> <p>Readers recall key details of a story in order to determine importance (Mini-Lesson 7).</p>	<p>Readers reread and make the words sound smooth like talking (Mini-Lesson 5).</p> <p>Readers focus on what is most important in their books (Mini-Lesson 7).</p>	
--	---	--	--

We suggest you SKIP the following lessons:

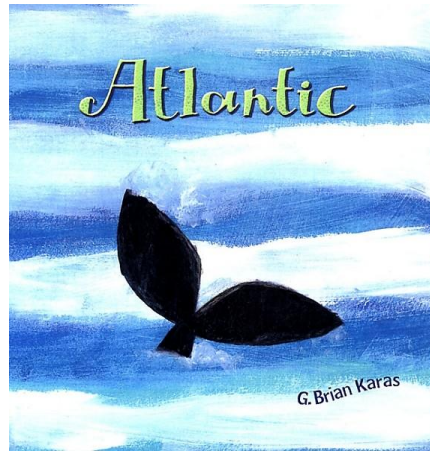
- Mini-Lesson 1 (page 70)
- Mini-Lesson 8 (page 103)

Celebration Ideas:

- Children come to school dressed as their favorite fictional character.
- Invite kindergarten to the end of unit celebration. Children can read their favorite fiction book to a kindergarten buddy.
- Draw the beginning, middle & end of a favorite fiction book and explain your favorite book to the class using their drawings.
- Children draw the cover of their favorite fiction book. Invite principal/other guests to come in and leave post-it notes compliments on student work. Can be done within the class, as well (children leave each other positive comments).
- Using various materials, children can create their favorite fictional character.

NonFiction: Diving into NonFiction

Grade 1 Unit 3



Nonfiction is an engaging genre which offers a variety of high interest topics to entice all readers. Nonfiction reading sparks students' curiosity and opens their eyes to new worlds and different points of view. Students will feel like experts about the topics or subjects they have read. By reading and studying three types of nonfiction (literary, reference and biography) students will develop an understanding of various forms, features and purposes of nonfiction. Readers will understand the structure, layout and text features associated with each particular type of nonfiction writing. This unit will help students apply specific skills and strategies that will enable them to discover facts, identify big ideas, and learn new information about the topics they read.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does nonfiction help you grow as a reader? • How can readers use nonfiction text features? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers understand types of nonfiction texts. • Readers understand the structure and features of nonfiction text. • Readers use strategies before, during and after reading.
<p>Teaching Texts: SCHOOLWIDE</p> <p>Mentor Texts (Read Alouds)</p> <ul style="list-style-type: none"> • <i>Are You a Butterfly?</i> By Judy Allen • <i>Atlantic</i> by G.Brian Karas • <i>Dr. Seuss</i> by Charlotte Guillain or <i>Dr. Suess</i> by Karen Schuetz • <i>Grow Your Own Sandwich</i> by John Malam • <i>Life in the Rain Forest</i> by Sarah Leveté or <i>A Rainforest Habitat</i> by Bobbie Kalman • <i>Living or Nonliving?</i> By Kelli Hicks <p>Shared Texts</p> <ul style="list-style-type: none"> • “A Butterfly Body” from <i>Zootles: Butterflies</i> • “Frog or Toad” from <i>Zootles: Frogs</i> • “From Egg to Frog” from <i>Zootles: Frogs</i> • “Hibernation” from <i>Tye Books</i> • “Mari’s Journey” by Charnan Simon from <i>Zootles: Butterflies</i> <p>OTHER Optional Texts:</p> <ul style="list-style-type: none"> • <i>Fireflies!</i> by Julie Brinckloe (can be used for additional context clues lessons). • <i>The Great Kapok Tree</i> by Lynne Cherry <p>OTHER:</p> <ul style="list-style-type: none"> • Language Standards Staircase • Leveled Classroom Libraries • Readworks • Mentor Text Author Pages & Summary Spreadsheet 	<p>NJSLS-ELA NJSLS-Science Career Readiness, Life Literacies, and Key Skills WIDA ELD Standards</p> <p><u>Reading Standards for Informational Text</u> <i>Key Ideas and Details:</i> RI.1.1, RI.1.2 <i>Craft and Structure:</i> RI.1.4, RI.1.5, RI.1.6 <i>Integration of Knowledge and Ideas:</i> RI.1.7, RI.1.8 <i>Range of Reading and Text Complexity:</i> RI.1.10</p> <p><u>Reading Foundation Standards</u> <i>Print Concepts:</i> RF.1.1 <i>Phonological Awareness:</i> RF.1.2 <i>Phonics and Word Recognition:</i> RF.1.3 <i>Fluency:</i> RF.1.4</p> <p><u>Writing Standards</u> <i>Text Types and Purposes:</i> W.1.2 <i>Production and Distribution of Writing:</i> W.1.5 <i>Research to Build and Present Knowledge:</i> W.1.8</p> <p><u>Speaking and Listening Standards</u> <i>Comprehension and Collaboration:</i> SL.1.1, SL.1.2 <i>Presentation of Knowledge and Ideas:</i> SL.1.6</p> <p><u>Language Standards</u> <i>Conventions of Standard English:</i> L.1.2 <i>Vocabulary Acquisition and Use:</i> L.1.4, L.1.6</p> <p><u>Career Readiness Practices</u> CRP1. CRP9.</p>


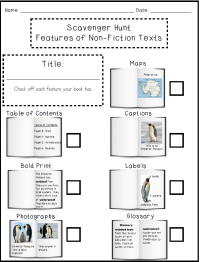
	<p><u>WIDA ELD Standards</u></p> <p><i>Social and Instructional Language</i>: ELD Standard 1</p> <p><i>The Language of Language Arts</i>: ELD Standard 2</p> <p><i>The Language of Science</i>: ELD Standard 4</p>
<p>What Students Are Reading:</p> <p>Various nonfiction texts at independent reading levels.</p> <ul style="list-style-type: none"> Students reading levels A-I should select 8-10 books per week. 	<p>Unit Timeframe:</p> <p>8 Weeks</p>
<p>Vocabulary and Key Concepts:</p> <p>Biography- tells facts about a person's life.</p> <p>Literary Nonfiction- tells facts through an entertaining story or point of view.</p> <p>Reference Book- tells facts in a specifically organized manner.</p> <p>Text Features - include all the components of a story or article that are not the main body of the text</p>	<p>Assessments (some assessments can be in more than one category):</p> <p><u>Formative</u>: Observations, notebooks, class participation, guided reading, independent reading, conferring</p> <p><u>Summative</u>: SchoolWide reading assessments and teacher created assignments</p> <p><u>Benchmark</u>: Fountas & Pinnell, FUNdations</p> <p><u>Alternative</u>: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p>
<p>Reading Foundation Skills:</p> <ul style="list-style-type: none"> Resource: <i>Foundations</i> and appropriate materials as needed with each <i>Foundations</i> activity G1 Foundations Pacing Calendar 	<p>Differentiation Strategies:</p> <ul style="list-style-type: none"> Strategy and flexible groups based on formative assessment or student choice Guided reading groups One:One conferring with teacher Student selected goals for reading Level of independence Consult mentor texts to support reading strategies ELL Supports and Extension activities are included with each lesson Differentiation Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students Differentiation Strategies for Students with a 504

Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

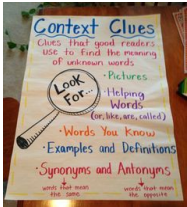
Science: 1-LS1-2

Career Readiness, Life Literacies & Key Skills: 9.4.2.IML.1, 9.4.2.IML.3, 9.4.2.TL.2

In this unit, students will have the opportunity to learn about various Science topics including plants and animals along with their life cycles in more detail. All of the mentor texts can be used to support the students as they learn about animals and plants in our environment. Students can use mapping skills to identify areas of the world that have rainforests as well as determining where the world's oceans exist. Students can gain experience applying non-fiction reading strategies to their independent reading books as well. Students can use their computer devices to read more about a topic of interest.

Unit Goals	Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i>	Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i>	Notes for Teachers
Readers understand types of nonfiction texts.	<p>Readers discuss and explore types of nonfiction (Lesson 1).</p> <p>Readers identify who is telling the story in a literary nonfiction text (Lesson 7).</p>	<p>Readers preview their nonfiction books and predict what they will learn about.</p> <p>Readers put two nonfiction books side by side and discuss with a partner how they are similar and different.</p>	<p>The standards do not require students in first grade to know the names of different types of nonfiction. Instead they simply benefit from knowing if the book is telling a true story or teaching all about a topic.</p>
Readers understand the structures and features of nonfiction text.	<p>Readers use nonfiction text features to learn about a topic (Lesson 2).</p> <p>Readers discover how a table of contents helps organize information and guide the reader (Mini-Lesson 1).</p>	<p>Readers preview the nonfiction text features in their books and think about what they will be learning (Lesson 2).</p> <p>Readers use a Table of Contents in their books when they have them to decide which parts to read first.</p>	<p>Lesson 2: In lieu of using Text Features Appendix on page 38, teachers may use organizers shown below.</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Mini-lesson 2: Appendix 1 “What</p>

	<p>Readers compare and contrast captions and labels (Mini-Lesson 2).</p> <p>Readers understand the information they read by thinking in sequence (Mini-Lesson 7).</p> <p>Readers understand the importance of a timeline by creating their own (Mini-Lesson 8).</p> <p>OPTIONAL LESSON: Readers use additional resources found in the back of nonfiction books in order to learn more information about the topics they are reading about (Mini-Lesson 9).</p>	<p>Readers use the captions and/or labels to understand the pictures in nonfiction books (Mini-Lesson 2).</p> <p>Readers use word boxes, bold words, and italics to slow down and pay attention. These are important words to know about a topic.</p> <p>Readers read the words and headings and pictures and then stop and put them together to make sure they understand how they connect.</p> <p>Readers look for clues in the pictures to help them understand the words in nonfiction books.</p>	<p>is a caption? What is a label?" can be displayed on the Bright Link.</p>
<p>Readers use various strategies before, during and after reading:</p>	<p>Readers discover that nonfiction reading takes patience and that they need to preview, scan and reread to fully understand new ideas (Lesson 3).</p> <p>Readers use nonfiction to help answer questions, compare and contrast, and summarize key ideas (Lesson 4).</p> <p>Readers of biography retell the main event of a person's life in order (Lesson 5).</p> <p>Readers use context clues when they come to a tricky part (Lesson 6).</p>	<p>Readers use nonfiction to help answer questions, compare and contrast, and summarize key ideas (Lesson 4).</p> <p>Readers use context clues when they come to a tricky part (Lesson 6).</p>	<p>Lesson 4 can be broken down into a few days of lessons.</p> <p>Lesson 5: Teachers may wish to make their own (simplified) Biography anchor chart in place of the one on page 52.</p> <p>Lesson 6: Teacher may wish to create a Context Clues anchor chart like the one below.</p>

	<p>Readers point to parts of the text as they explain their learning to a partner (OMIT “Noticing Words” on page 67 Lesson 8).</p> <p>Readers stop at new or confusing words and use strategies to figure them out (Mini-Lesson 3). **Refer back to context clues anchor chart.**</p> <p>Readers gain a deeper understanding of topics by making connections before, during and after reading (Mini-Lesson 4).</p> <p>Readers use questions (who, what, where, when, why, how) to learn new information (Mini-Lesson 5).</p> <p>Readers sift through information to determine the important idea or message (Mini-Lesson 10).</p>	<p>Readers point to parts of the text as they explain their learning to a partner (Lesson 8).</p> <p>Readers stop at new or confusing words and use strategies to figure them out (Mini-Lesson 3).</p> <p>Readers gain a deeper understanding of topics by making connections before, during and after reading ((Mini-Lesson 4).</p> <p>Readers use questions (who, what, where, when, why, how) to learn new information (Mini-Lesson 5).</p> <p>Readers sift through information to determine the important idea or message (Mini-Lesson 10).</p>	 <p>Mini-Lesson 4: Teachers may want to use their own “Making Connections” organizer in place of the ones on pages 89–91.</p> <p>Mini-Lesson 5: Teachers may use their own “Question” organizer in place of one on page 96 in Teacher’s Manual.</p> <p>Mini-Lesson 10: Teacher may wish to review “I Get It!” chart with the class or create their own.</p>
--	---	---	---

Celebration Ideas:

Students can work in groups to create a poster that tells facts about a topic. Present posters to another class.

- Read nonfiction books with kindergarten students (or reading buddies).

The Power of Poetry & Plays

Grade 1 Unit 4



Poetry is a rich and engaging genre that allows readers to create new and surprising images while uncovering meaning and exploring emotions. Readers are exposed to literary devices such as rhyme, imagery, and figurative language. This unit will help readers learn and apply specific reading strategies that will help unlock the meaning of poems. Students will learn to work through unfamiliar text, infer meaning, and build a deep understanding of messages, moods, images and feelings as shared in poetry. Students will also have an opportunity to read plays and learn how the theatre makes literature come alive.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do people read poetry? • How do people read poetry? • How do readers talk about their thinking with others? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers identify the features of poetry. • Readers use strategies before, during and after reading. • Readers use more strategies to figure out tricky words and read smoothly. • Readers share their thoughts with their partners (about independent reading books).
<p>Teaching Texts:</p> <p>Mentor Texts (Read Alouds)</p> <ul style="list-style-type: none"> • <i>The Bill Martin Jr. Big Book of Poetry</i> by Bill Martin, Jr. (Ed.) • <i>Did You See What I Saw? Poems About School</i> by Kay Winters • <i>Good Books, Good Times!</i> By Lee Bennet Hopkins (Ed.) • <i>In the Wild</i> by David Elliott • <i>One Big Rain: Poems for Rainy Days</i> by Rita Gray (Ed.) • <i>Our Big Home: An Earth Poem</i> by Linda Glaser <p>Shared Texts</p> <ul style="list-style-type: none"> • “Dragonfly” by Georgia Heard • “Fireflies” by Georgia Heard • “Oak Tree” by Georgia Heard <p>OTHER Optional Texts:</p> <ul style="list-style-type: none"> • <i>Click, Clack, Moo: Cows that Type</i> by Doreen Cronin • <i>Dooby Dooby Moo</i> by Doreen Cronin • <i>Froggy</i> book series by Jonathan London (for onomatopoeia examples) • <i>Some Smug Slug</i> by Pamela Duncan Edwards (for alliteration example) • <i>It’s Raining Pigs and Noodles</i> by Jack Prelutsky • <i>Where the Sidewalk Ends</i> by Shel Silverstein • <i>My Neighbor’s Dog is Purple</i> by Jack Prelutsky • <i>Green Giant</i> by Jack Prelutsky <p>OTHER:</p> <ul style="list-style-type: none"> • Language Standards Staircase • Leveled Classroom Libraries 	<p>NJSLS-ELA WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u> <i>Key Ideas and Details:</i> RL.1.1 <i>Craft and Structure:</i> RL.1.4, RL.1.5 <i>Integration of Knowledge and Ideas:</i> RL.1.7 <i>Range of Reading and Level of Text Complexity:</i> RL.1.10</p> <p><u>Reading Foundation Skills</u> <i>Print Concepts:</i> RF.1.1 <i>Phonological Awareness:</i> RF.1.2 <i>Phonics and Word Recognition:</i> RF.1.3 <i>Fluency:</i> RF.1.4</p> <p><u>Writing Standards</u> <i>Production and Distribution of Writing:</i> W.1.5</p> <p><u>Speaking and Listening</u> <i>Comprehension and Collaboration:</i> SL.1.1, SL.1.2, SL.1.3 <i>Presentation of Knowledge and Ideas:</i> SL.1.4, SL.1.6</p> <p><u>Language Standards</u> <i>Conventions of Standard English:</i> L.1.1, L.1.2 <i>Vocabulary and Acquisition Use:</i> L.1.6</p>

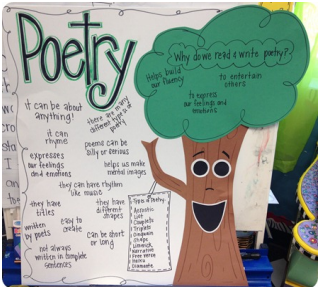
<ul style="list-style-type: none"> • Readworks • Mentor Text Author Pages & Summary Spreadsheet 	<p><u>Career Readiness Practices</u> CRP1. CRP4.</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language</i>: ELD Standard 1 <i>The Language of Language Arts</i>: ELD Standard 2</p>
<p>What Students Are Reading: Students will be reading various types of poetry in read aloud and shared reading and part of independent reading. Students will still need daily time during Reading Workshop to read independent books and continue to improve their reading stamina and skills. Make sure students still have book baggies with 8 -10 just right books to read each week as well as access to poetry.</p>	<p>Unit Timeframe: 6 Weeks</p>
<p>Vocabulary and Key Concepts: Poetry - a type of literature, or artistic writing, that attempts to stir a reader's imagination or emotions. The poet does this by carefully choosing and arranging language for its meaning, sound, and rhythm. Rhythm - the pattern of stressed and unstressed syllables in language Rhyme - one of two or more words or phrases that end in the same sounds Repetition - literary device that repeats the same words or phrases a few times to make an idea clearer Alliteration - happens when words that start with the same sound are used close together in a phrase or sentence. The sound is usually a consonant and the words don't have to always be right next to one another. Onomatopoeia - is a word that mimics the sound of the object or action it refers to.</p>	<p>Assessments (some assessments can be in more than one category): <u>Formative</u>: Observations, notebooks, class participation, guided reading, independent reading, conferring <u>Summative</u>: SchoolWide reading assessments and teacher created assignments <u>Benchmark</u>: Fountas & Pinnell, FUNdations <u>Alternative</u>: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p>
<p>Reading Foundation Skills:</p> <ul style="list-style-type: none"> • Resource: <i>Foundations</i> and appropriate materials as needed with each <i>Foundations</i> activity • G1 Foundations Pacing Calendar 	<p>Differentiation Strategies:</p> <ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment or student choice • Guided reading groups • One:One conferring with teacher • Student selected goals for reading


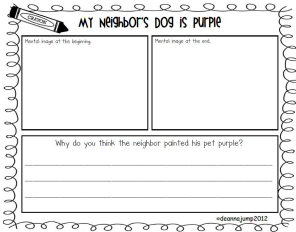
- Level of independence
- Consult mentor texts to support reading strategies
- ELL Supports and Extension activities are included with each lesson
- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

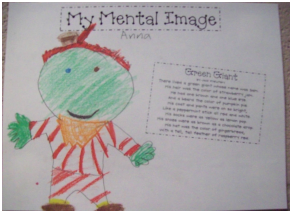
Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

Career Readiness, Life Literacies, & Key Skill: 9.4.2.CI.2, 9.4.2.TL.2

In this unit, students will have the opportunity to think creatively about the world of poetry while appreciating the language choices that help make the genre so creative. Students can create, type and illustrate a poem to share.

Unit Goals	Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i>	Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i>	Notes for Teachers
<p>Readers identify the features of poetry.</p>	<p>Readers discuss what they already know about poetry and what they want to know (Lesson 1).</p> <p>Readers notice that poetry looks different than other types of text (Lesson 2).</p> <p>Readers recognize that rhyme is a technique that poets use in order to create patterns of sound (Lesson 3 & Lesson 4).</p> <p>Readers pay attention to figurative language as they read poetry (Lesson 5).</p> <p>Readers listen for the sound of poetry and onomatopoeia (Lesson 6).</p>		<p>Lesson 1: In lieu of Appendix 2 on page 29, teachers can create their own Poetry anchor chart. (See example below)</p>  <p>Lesson 2: Show other poem examples where text is presented in different ways.</p> <p>Teachers can prepare small group lessons on rhyming appropriate for each reading group (Lesson 3 & Lesson 4).</p> <p>Lesson 4: Appendix 3 “Response to Literature” class activity.</p> <p>Lesson 5: Appendix on page 48 “Playing with Sound” class activity.</p>

	<p>Readers determine the mood/ feeling of poems (Lesson 11).</p> <p>Readers examine language that conveys emotions (Lesson 12).</p> <p>Readers stop and look at illustrations and layout in order to help them understand what they are reading (Mini-Lesson 4).</p>	<p>Readers determine the mood/ feelings conveyed in books (Lesson 11).</p>	
<p>Readers use strategies before, during and after reading.</p>	<p>Readers use sensory images and details found in poems to help visualize what the poets are trying to show (Lesson 7).</p>	<p>Readers use the pictures in their just right books and add to the pictures in their mind as they read. They make the pictures come alive like a movie.</p>	<p>Lesson 7:</p> <p>Teachers may wish to simplify Appendix on page 56 (See below)</p>  <p>Teachers may read aloud <i>My Neighbor's Dog is Purple</i> by Jack Prelutsky and use the organizer below to supplement Lesson 7 (can be small group or whole class). Can also be done using <i>Green Giant</i> by Jack Prelutsky poem. (See below).</p> 

			 <p>Teacher may wish to OMIT Appendix “Clues we use to identify the big idea” on page 65.</p>
	<p>Readers use mental images to assist with understanding the meaning of poems (Lesson 8).</p> <p>Readers use clues to help identify the big idea of the poem (Lesson 9).</p> <p>Readers make connections to poetry (Lesson 10).</p> <p>Readers think about the word choices that poets make and visualize how they can take something ordinary and use language to make it sound or appear extraordinary (Mini-Lesson 1).</p>	<p>Readers notice when the illustrator does not draw a picture to match some of the words in their just right books. They make their own mind movie that matches the words.</p> <p>Readers use sticky notes to mark places in their just right books where they are learning a lesson from the characters.</p> <p>Readers pay attention to words the author used in their just right books. They mark words that help them really make a picture in their minds.</p>	<p>Teachers may use any “Making Connections” graphic organizer of their choice. (Lesson 10).</p> <p>Make sure students are still reading “just right” books every day and you are modeling comprehension strategies for them as they read more and more complex level books.</p>

	<p>Readers identify story elements in poetry (Mini-Lesson 2).</p> <p>Readers stop and think about confusing parts of poems and will use fix-up strategies to enhance understanding (Mini-Lesson 3).</p>	<p>Readers make sure they always understand what is happening in their just right books. They think about the story elements as they read and use them to retell what is happening. When they don't understand a story element they go back and reread it again.</p> <p>Readers use fix-up strategies to help them understand their just right books when they realize they are confused (Mini-Lesson 3).</p>	
<p>Readers use more strategies to figure out tricky words and read smoothly.</p>		<p>Readers stop at tricky words and think about what words would make sense.</p> <p>Readers notice when they say a word that is different from the word on the page. They do not just keep reading. They immediately go back and fix up the word to make it match.</p> <p>Readers look through the whole word and use chunks of words to figure it out. They don't just look at individual letters. They try out more than one sound for each chunk until the word sounds right and makes sense.</p> <p>Readers make sure the words they say always look right, sound right, and make sense. They go back and try again if needed.</p> <p>Readers pay attention to the ending marks (. ? !) and make their voices match.</p>	<p>These strategies are important for readers at higher reading levels now that it is later in the school year. Students beyond level D should no longer be pointing to words as they read and they should be self-correcting right at the point of error.</p> <p>Look at the Literacy Continuum book and make sure your small group lessons and conferences are matching students' reading levels.</p>

		<p>Readers change their voices to match the quotation marks. They think about who is talking and make their voice sound like that character.</p> <p>Readers look at a few words at a time and read in 3-4 word phrases.</p>	
Readers share their thoughts with their partners.		<p>Readers think about the words they can use to share their thinking with others.</p> <ul style="list-style-type: none"> • Readers use precise words to describe characters' actions. • Readers use precise words to describe what their characters are like. <p>Readers use their books to SHOW their partner the part that made them have a particular thought or idea.</p> <ul style="list-style-type: none"> • Readers say their ideas and then flip to a page in their books to help "prove it." • Readers use words to support their thinking about characters, such as "Perhaps he/she..." or "Maybe it's because..." <p>Readers support their partners by</p> <ul style="list-style-type: none"> • asking, "How does this show your idea?" • coaching their partners by telling their own thoughts about the characters in their partner's book. 	

We suggest you skip the following lessons: None

Celebration Ideas:

Students can have a *Poem in Your Pocket* Day, where teachers provide various copies of poems for children to share and swap with each other.

- Read Fold Me a Poem by Kristine O'Connell George. Have children create origami critters and write an accompanying Haiku.
- As a class, create a "campfire" in your classroom. Dim lights and read camping poems from Toasting Marshmallows by Kristine O'Connell George.
- Turn your classroom into a Poetry Cafe (dim lights, cozy seating, microphone, etc...). Have students take turns reading poems aloud.
- Other celebration ideas can be found at www.kristinegeorge.com.

Content Area/Grade Level/Course	ELA, Grade 1: Theatre
Unit Plan Title	Unit 4: Poetry and Plays
Time Frame	3 Weeks (2 weeks from Reading, 1 from Writing)
Anchor Standards/Domain*	*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10
<u>Anchor Standards for Visual and Performing Arts---1.4 Theatre</u> <ul style="list-style-type: none">• <i>Anchor Standard 1: Generating and conceptualizing ideas.</i>• <i>Anchor Standard 2: Organizing and developing ideas.</i>• <i>Anchor Standard 3: Refining and completing products.</i>• <i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i>• <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i>• <i>Anchor Standard 6: Conveying meaning through art.</i>• <i>Anchor Standard 7: Perceiving and analyzing products.</i>• <i>Anchor Standard 8: Interpreting intent and meaning.</i>• <i>Anchor Standard 9: Applying criteria to evaluate products.</i>• <i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i>• <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>	
<u>Anchor Standards for Reading Literature</u> <ul style="list-style-type: none">• <i>Key Ideas and Details: NJSLSA.RL3</i>• <i>Craft and Structure: NJSLSA.RL4</i>• <i>Range of Reading and Text Complexity: NJSLSA.RL10</i>	

Anchor Standards for Speaking and Listening

- *Presentation of Knowledge and Ideas:* NJSLSA.SL4 NJSLSA.SL5

Career Readiness, Life Literacies, and Key Skills

- *Creativity and Innovation*

WIDA ELD Standards

- Social and Instructional Language: ELD Standard 1
- The Language of Language Arts: ELD Standard 2

Unit Summary

During this mini-unit, students will be introduced to elements of drama using their understanding of fiction.

Students will have the opportunity to recognize and identify the components in drama performances and participate in a drama, which includes costumes and props. They will also have the opportunity to perform different theater pieces. Students will compare and contrast the differences between literature formats and a drama.

Standard Number(s)

NJSLS Visual and Performing Arts

Creating

- 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3a: With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

Performing

- 1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

Responding

- 1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.
- 1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

Connecting

- 1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).
- 1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.
- 1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

Interdisciplinary Connections Standards

NJSLS Career Readiness, Life Literacies and Key Skills

Career Readiness Practices

- CRP 4, CRP 9

Creativity and Innovation

- 9.4.2.Cl.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.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

NJSLS ELA

NJSLS ELA--Reading Literature

- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above..

NJSLS ELA--Reading Foundations

- RF.1.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression.

NJSLS ELA--Speaking and Listening

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

WIDA ELD Standards

- *Social and Instructional Language*: ELD Standard 1
- *The Language of Language Arts*: ELD Standard 2

Essential Question(s)

- Why do people watch plays?
- How can watching a play help me to relate to others?

Enduring Understandings

- Theatre artists draw on their own experiences to portray characters.
- Plays can help bridge diversity between people and cultures.

Interdisciplinary Connections

- Students will participate in repeated reading to improve fluency and prosody.
- Students can engage in reading and speaking activities that support their overall growth and performance in the ELA content area.
- Students and the teacher will collectively write a short scene using a word processing application and clip art to show the setting.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes	<i>Check all that apply.</i> 21st Century Skills
<div data-bbox="199 211 275 282"><input checked="" type="checkbox"/></div> Global Awareness <div data-bbox="199 282 275 354"><input checked="" type="checkbox"/></div> Environmental Literacy <div data-bbox="199 354 275 425"><input type="checkbox"/></div> Health Literacy <div data-bbox="199 425 275 496"><input type="checkbox"/></div> Civic Literacy <div data-bbox="199 496 275 591"><input type="checkbox"/></div> Financial, Economic, Business, and Entrepreneurial Literacy	<div data-bbox="1136 211 1211 282"><input checked="" type="checkbox"/></div> Creativity and Innovation <div data-bbox="1136 282 1211 354"><input type="checkbox"/></div> Critical Thinking and Problem Solving <div data-bbox="1136 354 1211 425"><input checked="" type="checkbox"/></div> Communication <div data-bbox="1136 425 1211 513"><input checked="" type="checkbox"/></div> Collaboration

Student Learning Targets/Objectives (Students will know/Students will understand)

- Use and understand domain specific vocabulary:
 - Drama: A work of literature written to be performed by theatre artists in front of an audience in form of a play, film, or television program
 - Cast of Characters: List of characters in the play, usually in the order of their appearance
 - Narrator: Similar to a storyteller informing the audience about the plot
 - Theatre Artist: Artist portraying a role on stage
 - Set: Physical environment in which the actors perform
 - Scenery: Structures and painted backgrounds that show where the action in the play takes place
 - Props: Physical items a theatre artists interacts with on stage
 - Costume: Particular style of clothing worn to portray the wearer as a character
 - Pantomime: Performing without words, expressing meaning through physical actions/gesture
- Identify story elements of narrative literature and apply to theatre/drama.
- Contribute original ideas to a drama to reflect appropriate:
 - character movements
 - emotion/ expressions
 - scenery
- Define expression and identify how people use gesture and posture to express their emotions .
- Identify characters' emotions and connect to their own personal experiences.
- Read and recreate dialogue from a drama.
- Create a character for a drama.

- Compare and contrast a text vs. a drama/theatre.
- Read text with appropriate intonation and emotion.
- Read with expression and focus on volume/spoken dialogue and scenery.
- Perform a drama and evaluate a performance.
- Visualize different objects, props, and scenery in a drama.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Assessments (some assessments can be in more than one category):

- *Formative:* Observations, class participation & discussions, guided writing, accurate use of domain specific vocabulary
- *Summative:* *Play report, perform as a character, identify story elements in drama
- *Benchmark:* No benchmark due to sub-unit format
- *Alternative:* As per teacher discretion

Teaching and Learning Activities

Activities

**Each activity must be completed, however, teachers may choose to use another vetted developmentally appropriate text.*

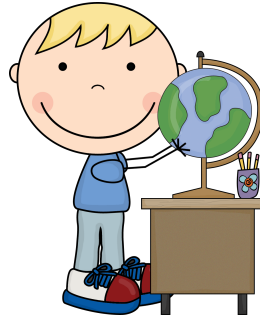
All underlined resources can be found in the [Theatre Resources for Wayne Teachers](#) folder.

- Introduce important vocabulary for dramatic text. (characters, costumes, props, set, drama, stage directions, scenery, setting, dialog, theatre artist, conflict, expression, and pantomime).
- Read and discuss story elements of Little Red Hen.
- Create a play report including story elements of Little Red Hen.
- Have a class discussion about expressions and how people use their faces and bodies to express emotion. Then have students experiment with different emotions.
- Read the drama Old Dogs, New Tricks?. Discuss characters' emotions and have students draw and write their connections to the character using this text- to-self graphic organizer.
- Read Little Red Hen or any of the suggested drama or SchoolWide selections. Students will rewrite some of their lines. Students can use Script Writing Worksheet to rewrite their lines.
- Use “What the Difference” from Pantomime Ideas to have a shared writing experience to create dialogue, scenery, stage directions and costumes.
- Create a class scene about a common event: first day of school, trying something new or use an idea from the Pantomime activities.
- Use Costume Design Template and Stage Template to create a character from Little Red Hen.

	<ul style="list-style-type: none"> ● Read or listen to <u>The Paper Bag Princess</u> story and compare and contrast the <u>drama</u> version. ● Have students read Elephant and Piggie books by Mo Willemens with emotion and discuss character feelings. <ul style="list-style-type: none"> ○ Use appropriate voice inflection and gestures to bring characters to life. ● Have students work in a small group to act out <u>The Three Billy Goats Gruff</u>. ● Read "<u>Fireflies</u>" and have students create what image comes to their mind when listening to the poem.
<i>Differentiation Strategies</i>	Differentiated Strategies for Special Education Students Differentiation Strategies for Gifted and Talented Students Differentiation Strategies for ELL Students Differentiation Strategies for At Risk Students Differentiation Strategies for Students with a 504
Additional Resources	
Theatre Resources for Wayne Teachers	

Social Studies: Around the World: Discovering Communities, Families and Traditions

Grade 1 Unit 5



Content literacy encompasses the skills and strategies necessary to acquire content knowledge through an exploration of complex text. In this unit, students will explore communities, families and traditions around the world through rich texts of various genres. The lessons allow students to immerse themselves in the content while enhancing comprehension skills and reading strategies.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to belong to a community? • How do readers think about books before, during and after reading? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Readers use their background knowledge to read about the world. • Readers preview a book and think about what they will be learning about. • Readers learn content-specific vocabulary. • Readers use strategies before, during and after reading. • Readers think about questions they have about the book's topic. • Readers work with partners to share their learning and explain their questions and answers. • Writers will compose text following conventions and rules of grammar learned throughout the year.
<p>Teaching Texts:</p> <p>SCHOOLWIDE Mentor Texts: Reading</p> <ul style="list-style-type: none"> • <i>Be My Neighbor</i> by Maya Ajmera and John D. Ivanko • <i>Duck for Turkey Day</i> by Jacqueline Jules • <i>Father, Mothers, Sisters, Brothers: A Collection of Family Poems</i> by Mary Ann Hoberman • <i>Follow That Map!: First book of Mapping Skills</i> by Scot Ritchie • <i>My Family</i> by Sheila Kinkade <p>Shared Texts & Documents</p> <ul style="list-style-type: none"> • "Growing up With new Shoes by Pat Pollack • "My Mom Really Is My Teacher" by Pat Pollack • "New Year Celebrations Around the World" by Pat Pollack <p>OTHER Optional Texts:</p> <ul style="list-style-type: none"> • <i>Me on the Map</i> by Joan Sweeney • <i>In Lucia's Neighborhood</i> by Pat Shewchuk • <i>Franklin's Neighborhood</i> by Paulette Bourgeois • <i>Where Do I Live?</i> by Neil Chesnow • <i>Look Where We Live!: A First Book of Community Building</i> by Scot Ritchie • <i>Follow that Map!: A First Book of Mapping Skills</i> by Scot Ritchie 	<p>NJSLS-ELA</p> <p>NJSLS-Social Studies</p> <p>NJSLS-Comprehensive Health and Physical Ed. Career Readiness, Life Literacies, and Key Skills</p> <p>WIDA ELD Standards</p> <p><u>Reading Standards for Literature</u></p> <p><i>Key Ideas and Details:</i> RL.1.1, RL.1.3</p> <p><i>Craft and Structure:</i> RL.1.4, RL.1.5</p> <p><i>Integration of Knowledge and Ideas:</i> RL.1.9</p> <p><u>Reading Standards for Information</u></p> <p><i>Key Ideas and Details:</i> RI.1.1, RI.1.2, RI.1.3</p> <p><i>Craft and Structure:</i> RI.1.5, RI.1.6</p> <p><i>Integration of Knowledge and Ideas:</i> RI.1.7, RI.1.8, RI.1.9</p> <p><i>Range of Reading and Text Complexity:</i> RI.1.10</p> <p><u>Reading Foundation Skills</u></p> <p><i>Print Concepts:</i> RF.1.1</p> <p><i>Phonological Awareness:</i> RF.1.2</p> <p><i>Phonics and Word Recognition:</i> RF.1.3</p> <p><i>Fluency:</i> RF.1.4</p>

<ul style="list-style-type: none"> • <i>Clothesline Clues to Jobs People Do</i> by Kathryn Heling • <p>SchoolWide <i>Grammar</i> binder mentor texts</p> <ul style="list-style-type: none"> • <i>Giraffes Can't Dance</i>, Andreae • <i>How Are You Peeling?</i>, Freymann and Elffers • <i>I Love My new Toy!</i>, Willems • <i>If You Were a Verb</i>, Dahl • <i>If Your Were an Adjective</i>, Dahl • <i>Knuffle Bunny Free: An Unexpected Diversion</i>, Willems • <i>My Big Brother</i>, Fisher • <i>My Garden</i>, Henkes • <i>Rain</i>, Stojic • <i>Read Anything Good Lately?</i>, Allen and Lindaman <p>OTHER:</p> <ul style="list-style-type: none"> • Language Standards Staircase • SchoolWide Grammar Binder • Leveled Classroom Libraries • Readworks • Mentor Text Author Pages & Summary Spreadsheet 	<p><u>Writing</u> <i>Text Types and Purposes</i>: W.1.1 W.1.2</p> <p><u>Speaking and Listening</u> <i>Comprehension and Collaboration</i>: SL.1.1 SL.1.2 <i>Presentation of Knowledge and Ideas</i>: SL.1.4 SL.1.5 SL.1.6</p> <p><u>Language Standards</u> <i>Conventions</i>: L.1.1, L.1.2 <i>Vocabulary and Acquisition Use</i>: L.1.4 L.1.5 L.1.6</p> <p><u>Career Readiness Practices</u> CRP1. CRP4. CRP8. CRP9.</p> <p><u>WIDA ELD Standards</u> <i>Social and Instructional Language</i>: ELD Standard 1 <i>The Language of Language Arts</i>: ELD Standard 2 <i>The Language of Social Studies</i>: ELD Standard 5</p>
<p>What Students Are Reading: <i>Classroom Library Considerations:</i> Students will be reading informational texts of all types, when possible, chosen to support content area learning/units. Ideally, students will be reading in a text set (multiple traditional and nontraditional sources) on the same topic. Students will start by reading the most accessible texts, in order to build a foundational understanding of content and content vocabulary tied to the content/topic.</p> <p>If you do not have enough Social Studies “just right” books for every student to have 8 books a week, students can be grouped into reading clubs. A reading club is not a book club. It is a group of students (2-4) who share books from one bin that go with the unit and match their reading level. They also meet to talk to each other each day about what they are learning.</p>	<p>Unit Time Frame: 5 Weeks Reading shared with 3 Weeks of Writing</p> <p>Note: For this unit to sustain students' engagement and reading level growth you might divide the workshop into two parts- one part is social studies focused reading the other is any type of just right book reading.</p> <p>Sample Structure:</p> <ul style="list-style-type: none"> • 7-10 minutes Mini-Lesson • 15-20 minutes of just right Social Studies book reading • 5 minutes of partner or club conversations • 15 minutes of just right free choice of text type reading while the teacher pulls small groups • 5 minutes for a teaching share

<p>Students then also have their own just right book baggie with leveled books that do not go with the Social Studies theme that they can also read to maintain stamina and volume of reading.</p>	
<p>Vocabulary and Key Concepts: Community- Made up of people who live, work, learn and play in the same area; follow the same rules and care for each other in order to keep everyone safe and happy Map- A drawing that tells you about a place Map Key- something on a map that explains what all the symbols on the map mean Neighbors- families and other groups of people who live near each other Neighborhood- homes, schools, businesses, parks, roads, places where citizens and families live Tradition- beliefs and customs that are passed down from among generations Geography- the science of earth's surface Advertisement- something that tells about a product or service Persuade- to convince someone of your beliefs</p>	<p>Assessments (some assessments can be in more than one category): <u>Formative</u>: Observations, notebooks, class participation, guided reading, independent reading, conferring, and SchoolWide grammar reflection <u>Summative</u>: SchoolWide reading assessments (Link-It and in the binder), SchoolWide advertisement writing, and teacher created assignments <u>Benchmark</u>: Fountas & Pinnell, FUNdations <u>Alternative</u>: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments</p>
<p>Reading Foundation Skills:</p> <ul style="list-style-type: none"> • Resource: <i>Foundations</i> and appropriate materials as needed with each <i>Foundations</i> activity • G1 Foundations Pacing Calendar 	<p>Differentiation Strategies:</p> <ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment or student choice • Guided reading groups • One:One conferring with teacher • Student selected goals for reading • Level of independence • Consult mentor texts to support reading strategies • ELL Supports and Extension activities are included with each lesson • Differentiation Strategies for Special Education Students • Differentiation Strategies for Gifted and Talented Students • Differentiation Strategies for ELL Students • Differentiation Strategies for At Risk Students • Differentiation Strategies for Students with a 504

Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

Social Studies: 6.1.2.CivicsCM.3, 6.1.2.GeoPP.1, 6.1.2.Geo.SV.1–3, Holocaust Mandate, Asian Americans and Pacific Islanders (AAPI) Mandate

Comprehensive Health and Physical Education: 2.1.2.SSH.4, 2.1.2.SSH.5

Career Readiness, Life Literacies and Key Skills: 9.1.2.CAP.1, 9.4.2.GCA:1, 9.4.2.TL.2

In this unit, students will have the opportunity to engage in Social Studies lessons and activities through the use of the mentor texts. Students will begin to learn about mapping and how it can be used to navigate the greater community. Students will learn to extend their thinking of community beyond their own family to include both the neighborhood and world at large. *Duck for Turkey Day* exposes students to different cultures and how they celebrate Thanksgiving in the United States which helps to address the Holocaust Mandate. *Be My Neighbor* can be used to address the AAPI Mandate due to the author's heritage. During this unit, students will use persuasive writing skills to create an advertisement using their research to convince visitors to come to the community. Students will also have an opportunity to complete a culminating grammar and conventions reflection.

Unit Goals	Possible Teaching Points: Can be practiced in <i>Shared Reading and Interactive Read Aloud</i>	Possible Teaching Points: Can be applied in <i>Independent Reading and Guided Reading</i>	Notes for Teachers
Please see this link for various lesson adaptations for this unit.			
Readers use their background knowledge to read about the world.	<p>Readers explore poetry in order to gain an understanding of different members of families (Lesson 2).</p> <p>Readers use their knowledge of nonfiction text features to understand information presented in a book about geography and maps (Mini-Lesson 6).</p> <p>Readers use information from a mentor text to write a persuasive opinion-based advertisement (Mini-Lesson 8).</p> <p>Readers read and revise their advertisements to determine clarity of word choice (Mini-Lesson 9).</p>		<p>Teachers may choose to use or omit appendices as needed (Lesson 2).</p> <p>Mini-Lesson 9: Do not dive too deeply into opinion writing, as it is covered in Writer's Workshop.</p>

			Teachers may wish to create their own anchor chart in lieu of Appendix: <i>Just the Right Words</i> .
Readers preview a book and think about what they will be learning about.		<p>Readers use everything they know (schema) to get ready to read nonfiction books.</p> <p>Readers remember and use all they know about a topic when they are reading to help explain and think about what they are learning.</p> <p>Readers gain knowledge about a topic by skimming and scanning across all the features of the page (Ex: text, photographs, maps, timelines, diagrams, charts, captions, sidebars) and trying to name the big things they are learning.</p>	<p>These lessons are focused on helping students read and think about their topic during independent reading.</p> <p>Co-create a chart with students: <i>Ways to Get Ready to Read</i></p>
Readers learn content-specific vocabulary.	<p>Readers identify special places in neighborhoods by learning and understanding content words found on maps and map legends/keys (Lesson 6).</p> <p>Readers use information found on maps and in map keys in order to further their understanding about geographic locations (Lesson 7).</p>	<p>Readers use context clues to figure out the meaning of new words (Lesson 6).</p> <p>Readers look for prefixes or suffixes to help them figure out what new words mean.</p> <p>Readers use the text features to figure out the meaning of new words (captions, word boxes, glossary, etc.).</p> <p>Readers keep track of new words that go with their topics. They jot</p>	<p>Lesson 6 & 7: These lessons can take multiple days.</p>

	<p>Readers analyze how customs and traditions have changed over time (Mini-Lesson 1).</p> <p>Readers build a broad range of domain-specific, academic vocabulary words from a mentor text (Mini-Lesson 7).</p>	<p>down the word and a sketch or example in a research notebook.</p> <p>Readers use the new words they are learning about their topic when they talk to their partners.</p>	<p>Mini-Lesson 1: Teachers can create their own anchor chart to compare Thanksgiving Past & Present.</p> <p>Mini-Lesson 7: Teacher may wish to simplify or omit Appendix: "Important Vocabulary" .</p>
<p>Readers use strategies before, during and after reading.</p>	<p>Readers discover how families in communities are alike and different by using their schema to make connections to text (Lesson 1).</p> <p>Readers compare and contrast the people and places in their neighborhood vs. their home (Lesson 3).</p> <p>Readers analyze the role individuals play in their neighborhood by using text features (Lesson 4).</p> <p>Readers summarize key ideas in order to learn about people and</p>	<p>Readers pause after a section of their books and summarize what they just read.</p> <ul style="list-style-type: none"> Readers notice when they are confused and can't summarize their book section. They go back and reread these parts. <p>Readers put two books on the same topic next to one another after they read them and think about how they are similar and different.</p>	<p>Lesson 1: Appendix 2 "Families are alike and different" can be completed independently or in small groups.</p> <p>Lesson 4: Teacher may wish to simplify Appendix 1: <i>"People in my Neighborhood."</i></p> <p>Lesson 5: Teacher may wish to omit</p>

	<p>things found in a fictional neighborhood (Lesson 5).</p> <p>Readers compare and contrast customs, traditions and celebrations across cultures (Lesson 8)</p> <p>Readers compare/contrast communities in multiple texts (Mini-Lesson 2).</p> <p>Readers retell and summarize a short shared text (Mini-Lesson 3).</p> <p>Readers use personal experiences to understand how family members act as their first “teachers” (Mini-lesson 4).</p> <p>Readers make connections to poetry to deepen their understanding of growing up in their local community (Mini-Lesson 5).</p> <p>Readers reflect upon new text-based knowledge and combine it with their own knowledge (Mini-Lesson 10).</p>	<p>Readers make connections between books on the same topic (Mini-Lesson 5).</p> <p>Readers take notes about what they are learning as they read. They jot down what they learned in their own words on a sticky note.</p> <p>Readers sort their sticky notes into groups that go together (who, where, what, etc). This helps them synthesize information.</p> <p>Readers look at their sticky note and then talk longer about it with a partner.</p>	<p>Appendix 1: <i>My Neighborhood, My World</i> & Appendix 3: <i>Summarizing</i>.</p>
--	--	--	---

<p>Readers think about questions they have about the book's topic.</p>		<p>Readers push themselves to think and wonder by using prompts to help structure their questions:</p> <ul style="list-style-type: none"> • "This makes me wonder..." • "Why is it that...?" • "Why..." • "How..." • I wonder how..." • I wonder why..." • "If the author were to write a few more chapters on this topic, what else would I want to know?" • ...And noticing when something that they think they know doesn't agree with what the author is saying and asking MORE questions about it. <p>Readers identify information in a text that answers their questions by</p> <ul style="list-style-type: none"> • previewing nonfiction texts to activate schema. • using everything they know (schema) to get ready to read nonfiction books. • confirming facts/new info learned in ONE book in another source. • distinguishing between what is interesting information and what is important information. • looking back to their questions & wonderings as they read nonfiction texts. • thinking and talking about the main ideas in each part of their books. 	<p>Model how to use these phrases as you read and think. Create charts with students so they can easily reference this language as they read.</p>
--	--	---	---

		<ul style="list-style-type: none"> • using all the sentences on the page to think about what is most important. <p>Readers think more about their questions and the information they are learning. They might ask themselves:</p> <ul style="list-style-type: none"> • "In science/SS/math we...and in this book I'm noticing..." • "In this part it says...but here it says..." • "This reminds me of something else I read." • "This is different from this because..." • "These are kind of the same and kind of different." 	
Readers work with partners to share their learning and explain their questions and answers.		<p>Reading partners support and nudge one another by</p> <ul style="list-style-type: none"> • helping each other understand what they are reading. • practicing "teaching" one another about their topics. • asking their partners questions about their nonfiction texts and topics. • asking each other questions like: "Why is that important?" "How is that important to the topic?" "Is that the most important thing in that part/section?" • nudging their partners to use the vocabulary an expert on this topic would use (content vocabulary). 	<p>Since this is the end of the year, students can build upon all of the conversational work they have done all year. If students are in reading clubs instead of reading partnerships they can talk in small groups.</p>

Writers compose text following conventions and rules of grammar learned throughout the year.	Writers use grammar and conventions to compose interesting and complete sentences (Culminating Mini-Lesson, Grammar Binder).	Writers work in pairs to identify: <ul style="list-style-type: none"> ● Punctuation ● Capitalization ● Precise nouns ● Exciting adjectives ● Powerful verbs ● Structure of sentences (Grammar Binder Appendices: 1,2,3,4,5,6)	Students can demonstrate mastery of these skills through appendices, pieces in writers' workshop folders, or teacher-provided sample text.
--	--	---	--

We suggest you skip the following lessons: None

Teacher Notes:

- Grammar Mini-Lesson incorporated into this unit:
 - Culminating Mini-Lesson

Celebration Ideas:

- Map Trail Scavenger Hunt: Use knowledge of map skills to complete a scavenger hunt around the school or playground.
- As a class, create a fictitious community. Brainstorm various places found in the community (school, police, church, pharmacy, etc...). Have students choose one place at random. Distribute paper lunch bags, construction paper, glue, markers, glitter, cotton balls, etc. and have children create chosen neighborhood places. Put the neighborhood together on a bulletin board. Add roads, stop lights, trees, etc., - all students created. Vote on a name for the community. Students love doing this!
- Have groups read various Cinderella tales from around the world and discuss the differences during a "Book Talk". Below are some Cinderella title suggestions:
 - Cindy-Ella: An Aussie Cinderella by Tom Champion
 - The Korean Cinderella by Shirley Climo
 - Domitila: A Cinderella Tale from a Mexican Tradition by Jewell Reinhart Coburn
 - Adelita: A Mexican Cinderella Story by Tomie DePaola
 - Yeh-Shen: A Cinderella Story from China by Ai-Line Louise
- Host community workers in the classroom for the day to teach students about their roles in the community.
- Have students draw and paint a mural of their neighborhood or create 3-D communities using various materials.

