

TOWNSHIP OF UNION PUBLIC SCHOOLS



ELA Grade 1

**Curricular Frameworks Units 1 - 4
Curriculum Guide
Updated July 16, 2019**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

This guide has been created to assist district Grade 1 teachers in meeting the goals required to master the standards outlined in the Curricular Framework for English Language Arts (ELA). The framework is aligned to the New Jersey Student Learning Standards for English Language Arts (ELA) and reflect the skills and knowledge students need to succeed in college, career, and life.

Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Curricular Frameworks: Unit 1	45
Curricular Frameworks: Unit 2	45
Curricular Frameworks: Unit 3	45
Curricular Frameworks: Unit 4	45

Unit Standards Overview

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.1.1 RL.1.3 RI.1.1 RI.1.5 RF.1.1A RL.1.5 RL.1.6 RI.1.10 RF.1.2A,B RL.1.7 RL.1.10 RF.1.4A	Primary Focus Standards: W.1.2 W.1.3 W.1.5	Primary Focus Standards: SL.1.1A SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1A,B L.1.2A,B L.1.5A L.1.6
	Text Type: <ul style="list-style-type: none"> • Literary • Informational 	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> • Informative/explanatory writing • Narrative writing 	Task type: <ul style="list-style-type: none"> • Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> • Demonstrate command of standard English grammar and mechanics when writing or speaking
<u>Unit 2</u>	Primary Focus Standards: RL.1.1 RL.1.3 RI.1.1 RI.1.3 RF.1.1A RL.1.10 RI.1.4 RI.1.6 RF.1.2A,B,C RI.1.7 RF.1.3A,B,C RI.1.10 RF.1.4A,B	Primary Focus Standards: W.1.2 W.1.3 W.1.5	Primary Focus Standards: SL.1.1A,B SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1A,B,C,D,E L.2.A,B,C,D L.1.5A,B L.1.6
	Text Type: <ul style="list-style-type: none"> • Literary • Informational 	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> • Informative/explanatory writing 	Task type: <ul style="list-style-type: none"> • Respond to and interact with peers in 	Skill focus: <ul style="list-style-type: none"> • Demonstrate command of standard English

Overview	Reading	Writing	Speaking and Listening	Language
		<ul style="list-style-type: none"> Narrative writing 	small & whole group discussion	grammar, usage, and mechanics when writing or speaking
Unit 3	Primary Focus Standards: RL.1.1 RL.1.2 RI.1.1 RI.1.2 RF.1.1A RF.1.2A,B,C,D RL.1.4 RL.1.7 RI.1.3 RI.1.4 RF.1.3A,B,C,D,E RL.1.9 RI.1.7 RI.1.9 RL.1.10 RI.1.10 RF.1.4A,B,C	Primary Focus Standards: W.1.1 W.1.2 W.1.5 W.1.6 W.1.7 W.1.8	Primary Focus Standards: SL.1.1A,B,C SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1C,D,E,F,G,H L.1.2A,B,C,D,E L.1.4A,B,C L.1.5A,B,C L.1.6
	Text Type: <ul style="list-style-type: none"> Literary Informational 	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> Opinion writing Informative/explanatory writing Shared research writing Routine writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in small & whole group discussion 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English grammar and mechanics when writing or speaking
Unit 4	Primary Focus Standards: RL.1.1 RI.1.1 RI.1.2 RF.1.1A RI.1.3 RI.1.4 RL.1.2 RL.1.4 RI.1.7 RI.1.8 RF.1.2A,B,C,D RL.1.7 RL.1.9 RI.1.9 RF.1.3A,B,C,D,E RL.1.10 RI.1.10 RF.1.4A,B,C	Primary Focus Standards: W.1.1 W.1.3 W.1.5 W.1.6 W.1.7 W.1.8	Primary Focus Standards: SL.1.1A,B,C SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1D,E,F,G,H,I,J L.1.2A,B,C,D,E L.1.4A,B,C L.1.5C,D L.1.6
	Text Type: <ul style="list-style-type: none"> Literary Informational 	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> Opinion writing 	Task type: <ul style="list-style-type: none"> Respond to and interact with peers in 	Skill focus: <ul style="list-style-type: none"> Demonstrate command of standard English

Overview	Reading	Writing	Speaking and Listening	Language
		<ul style="list-style-type: none"> • Narrative writing • Routine writing 	small & whole group discussion	grammar and mechanics when writing or speaking
Suggested Open Educational Resources	Reading <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.jenniferserravallo.com/blog • http://www.wegivebooks.org/books • http://www.nwp.org/cs/public/print/resource_topic/teaching_reading • http://www.sightwords.com/ • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.lesterlaminack.com/blog.htm • www.seymoursimon.com/index.php/blog • https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684 	Writing & Language <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • http://www.schrockguide.net/ - (technology resource) • http://twowritingteachers.wordpress.com • www.lindahoyt.com/tips.html • http://www.readwritethink.org/ • http://www.nwp.org/cs/public/print/resource_topic/teaching_writing 	Speaking & Listening <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html 	Critical Thinking <ul style="list-style-type: none"> • http://readingandwritingproject.org/ • www.lindahoyt.com/tips.html • www.seymoursimon.com/index.php/blog

Curricular Units

Unit 1 Grade 1		
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Understand what key details in the text are • Determine what key details are in a text • Recall key details of texts • Ask and answer questions about key details • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details, with support
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.		<ul style="list-style-type: none"> • Identify key story details • Provide a description of characters in a story using key details • Provide a description of the setting of a story using key details • Provide a description of the major events in a story using key details
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or	RL.1.5: <ul style="list-style-type: none"> • Read a variety of narrative and informational texts • Identify the traits of narrative texts and informational texts • Compare and contrast narrative and informational text, focusing on how they are different • Explain the differences between narrative and informational texts
		RI.1.5: <ul style="list-style-type: none"> • Determine what text features help locate important information • Use headings to help understand text • Identify and use various text features and the type of information each provides (e.g., table of contents, glossaries, etc)
RL.1.6. Identify who is telling the story at various points in a text.		<ul style="list-style-type: none"> • Explain the function of a narrator • Determine the narrator who is telling a story • Identify when the narrator changes

<p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>		<ul style="list-style-type: none"> • Interpret illustrations to develop a better understanding of the story • Identify an illustration that helps to describe the character, setting, or events • Explain how illustrations describe important story elements • Identify story details that describe story elements • Describe elements of the story using story details
<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p>RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</p>	<ul style="list-style-type: none"> • Participate in reading activities, either in a group or independently • Articulate the purpose of the reading activities • Model and develop engaging reading habits that lead to reading increasingly complex texts independently
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<ul style="list-style-type: none"> • Understand how a sentence is organized • Identify the first word of a sentence • Identify the capitalization used to begin the sentence • Identify the various types of end punctuation
<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>		<ul style="list-style-type: none"> • Identify the long and short vowel sounds in words • Explain the difference between the long and short vowel sounds • Produce the sound for each letter and blend to make a word • Discern letter sounds at the beginning, middle, and end of words • Take apart a word by sounds
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p>		<ul style="list-style-type: none"> • Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Reread text to better understand what was read, when necessary
<p>Unit 1 Writing Standards</p>		<p>Unit 1 Writing Critical Knowledge and Skills</p>
<p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>		<ul style="list-style-type: none"> • Discern facts from opinion • Introduce a topic that is well known • Include some facts about a topic • Write a closing statement
<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>		<ul style="list-style-type: none"> • Tell events in a sequence • Describe events using details • Use sequence words to show order of events (e.g., now, when, then) • End with a closing sentence
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from</p>		<ul style="list-style-type: none"> • Explain what was written when questions are asked

peers and self-reflection , and add details to strengthen writing and ideas as needed.	<ul style="list-style-type: none"> by adults and peers • Reflect on writing and make changes • Add descriptive words and details • Attempt to recognize and correct spelling, grammar and punctuation errors
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<ul style="list-style-type: none"> • Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker)
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification of key details • Actively listen to presented information to answer questions
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about experiences feelings and emotions
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to clearly express ideas
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas in complete sentences • Speak audibly to naturally express ideas
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or	<ul style="list-style-type: none"> • Form all upper and lowercase letters with

<p>speaking.</p> <p>L.1.1.A. Print all upper- and lowercase letters.</p> <p>L.1.1.B. Use common, proper, and possessive nouns.</p>	<p>appropriate sizing and spacing</p> <ul style="list-style-type: none"> • Identify common and proper nouns and provide examples of each • Identify possessive nouns and provide examples (as demonstrated in interactive writing and reading)
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p>	<ul style="list-style-type: none"> • Recognize the names of people, days of the week, and months of the year • Capitalize the appropriate words in the date and the names of people • Identify different types of end punctuation • Apply appropriate end punctuation to writing
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> • Group words into categories that logically fit together • Explain why the words belong in a group
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> • Use vocabulary accurately in speaking and writing • Demonstrate using conjunctions in speaking and writing • Listen, share and read a variety of texts • Use new words and phrases when writing, reading and responding to texts

Unit 1 Grade 1 What This May Look Like

District/School Formative Assessment Plan

- Spelling Tests
- Dictation Tests (Words and Sentences)
- Weekly Assessments
- Quizzes
- Exit Slips
- Workbook Pages
- Worksheets
- Reading Level Assessments (Assess Now, DRA, etc.)
- Observations (Anecdotal Notes)
- Class/Group Discussions (Questions)
- Tiered Activities
- Self-Evaluation

District/School Summative Assessment Plan

- iReady Diagnostics
- Unit Assessments
- Performance Tasks

District/School Texts

- Big Books for Shared Reading**
- [Animal Alphabet](#)
 - [That Big Cat!](#)
 - [From Head to Toe](#)
 - [Growing Up](#)
 - [Along Came Toto](#)
 - [Teamwork](#)
- Selections**
- *Pam and Sam*
 - *I Can, Too!*
 - *How You Grew*
 - *Flip*
 - *Soccer*

District/School Supplementary Resources

- iReady Tools for Instruction (Resources Tab)
- First Grade Writing Guide
- [Free ELA Resources on Teachers Pay Teachers](#)
- [Core Standards](#)
- [Achieve the Core](#)
- [Brain Pop, Jr.](#)
- [Into the Book](#)
- [Storyline Online](#)
- [Turtle Diary](#)
- [ABCya](#)
- [Epic!](#)
- [ReadWorks](#)
- [Kiddle](#)
- [Pebble Go](#)

Authentic Literature for Read Alouds

Responding to Text, Making Connections, Identifying and Describing Character/Setting, Retelling, Text Features, Story Elements, etc.

- [Stand Tall, Molly Lou Melon](#) by Patty Lovell and David Catrow
- [Chicka, Chicka, Boom Boom](#) by Bill Martin, Jr.
- [The Dot](#) by Peter H. Reynolds
- [Chrysanthemum](#) by Kevin Henkes
- [The Recess Queen](#) by Alexis O’neill and Laura Huliska-Beith
- [Lilly’s Purple Plastic Purse](#) by Kevin Henkes
- [Martha Speaks](#) by Susan Meddaugh
- [I Was So Mad](#) by Mercer Mayer
- [Alexander and the Terrible, Horrible, No Good, Very Bad Day](#) by Judith Viorst
- [How do Apples Grow?](#) by Betsy Maestro
- [The Art Lesson](#) by Tomie dePaola
- [Clark the Shark](#) by Bruce Hale and Guy Francis
- [Bat Loves the Night](#) by Nicola Davies
- [Pumpkin Jack](#) by Will Hubbell
- [Otis](#) by Loren Long
- [Knuffle Bunny](#) by Mo Willems
- [Stellaluna](#) by Janell Cannon
- [Leonardo the Terrible Monster](#) by Mo Willems
- [Creepy Carrots](#) by Aaron Reynolds and Peter Brown
- [Reading Comprehension Skills Book List](#)
- [List of Mentor Texts for Reading, Organized by Skill](#) (Scroll down to the bottom to click on Mentor Text Lists for Reading)

Leveled Books from Classroom Library and Book Room

Mentor Texts for Writing Mini Lessons

- [Bigmama’s](#) by Donald Crews

- [Flocabulary](#)
- [Starfall](#)
- [Quizlet](#)
- [Dolch Sight Word List and Resources](#)
- [Fry Sight Word List and Resources](#)
- [Spelling City](#)
- [Funbrain](#)
- [Reading A to Z](#)
- [Literary Elements \(Busy Teacher's Cafe\)](#)
- [ELA Lessons and Activities from Florida Center for Reading Research](#)
- [ELA Lessons and Activities from Engage NY](#)
- [Jessica Meacham’s Classroom Snapshots](#)
- [The Measured Mom](#)
- [Brown Bag Teacher Mentor Texts](#)
- [Learning at the Primary Pond](#)
- [TeachersFirst Classroom Resources](#)
- [Teach-nology](#)

Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades:

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

<https://nj.gov/education/holocaust/curriculum/>

- [Shortcut](#) by Donald Crews
- [Joshua's Night Whispers](#) by Angelica Johnson
- [Snowy Day](#) by Ezra Jack Keats
- [Shortcut](#) by Donald Crews
- [Red Rubber Boot Day](#) by Mary Lyn Ray
- [List of Mentor Texts for Reading, Organized by Skill](#) (Scroll down to the bottom to click on Mentor Text Lists for Writing)

District/School Writing Tasks

Primary Focus

Writing Workshop Lessons (Writing Guide)

Narrative Writing

- Exploring Narrative Stories
- Generating a Topic
- Small Moments
- Using the Story Hand to Plan and Organize Writing
- Stretching a Story Over Pages
- Using the Writing Process: Prewrite, Draft, Revise, Edit, Publish
- Suggested Prompts: best vacation ever, special party, earliest memory, favorite thing to do, first day of school, getting a good grade, going out to dinner, a time you were surprised, a trip your family took, your favorite place in the word, the best weekend ever, the first time you rode a bicycle

Informative/Explanatory Writing

- Explore Information Stories
- Generate Ideas
- Tell 5 Things about Your Topic
- Use the Writing Process: Prewrite, Draft, Revise, Edit, Publish
- Suggested Topics: People, Animals, Things, Sports, Places

Secondary Focus

Writing Prompts: Responding to Text (Writing Guide)

Paragraph Writing (Writing Guide)

Routine Writing

[Interactive Notebooks](#)

Journal Writing

[Printing Practice \(Letter Formation\)](#)

Shared and Interactive Writing

- Sentence Structure
- Spelling
- Grammar
- Punctuation
- Sequence Words
- Descriptive Words and Details
- Main Idea Sentences
- Closing Sentences

Fact v. Opinion Sorts

People Animals—Tell About an Interesting animal Places—What People Do When They Visit (place) My Favorite _____. (Tell About a Favorite Topic) Use Science/Social Studies Curriculums—Seasons, Weather, Neighborhoods, Planets.		
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Unit 1 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	Examples of Strategies and Practices that Support Gifted and Talented Students: <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 1 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>

Refer to the [NJ Career Readiness Practices](#)

Technology Standards: Technology standards are embedded throughout all curricular units.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices and Standard 9.1, 9.2, and 9.3

Career Ready Practices:

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/etc.
Refer to the [21st Century Life and Skills](#)

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.

		Refer to the NJ Student Learning Standards
<p>21st Century Themes and Skills</p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> ● <i>Health Literacy</i> ● <i>Civic Literacy</i> ● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i> <p>21st Century Skills</p> <ul style="list-style-type: none"> ● <i>Creativity and Innovation (E)</i> ● <i>Critical Thinking and Problem Solving (T) (A)</i> ● <i>Communication (E)</i> ● <i>Collaboration (E) (T)</i> 		<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>

Unit 2 Grade 1		
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> ● Understand what key details are ● Determine what key details are in a text ● Recall key details of texts ● Ask and answer questions about key details ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details, with support
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RL.1.3: <ul style="list-style-type: none"> ● Identify key story details ● Provide a description of characters in a story using key details ● Provide a description of the setting of a story using key details ● Provide a description of the major events in a story using key details

Unit 2 Grade 1

		<p>RI.1.3:</p> <ul style="list-style-type: none"> Identify the key people, events, ideas, or information in a text Explain how two individuals, events, ideas or pieces of information are linked
	<p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<ul style="list-style-type: none"> Identify words in text where the meaning is unclear or unknown Ask and answer questions to help understand what words and phrases mean in the text Provide a statement or other expression that shows understanding of unknown words in a literary or informational text, using story content Use strategies when faced with an unknown word
	<p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> Determine the difference between information gained by examining pictures and information gained from the words in the text Identify the difference between what pictures show and what the words in the text say
	<p>RI.1.7. Use illustrations and details in a text to describe its key details.</p>	<ul style="list-style-type: none"> Interpret illustrations to develop a better understanding of the text Identify an illustration that helps describe the key details Explain how illustrations describe important key details Describe a text using the details
<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p>RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</p>	<ul style="list-style-type: none"> Participate in reading activities, either in a group or independently Articulate the purpose of the reading activities Model and develop engaging reading habits that lead to reading increasingly complex texts independently
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<ul style="list-style-type: none"> Understand how a sentence is organized Identify the first word of a sentence Identify the capitalization used to begin the sentence Identify the various types of end punctuation
<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>		<ul style="list-style-type: none"> Identify long and short vowel sounds in single syllable words Produce the sound for each letter and blend to make a word Take apart a word by sounds Discern letter sounds at the beginning, middle, and end of words Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding</p>		<ul style="list-style-type: none"> Identify digraphs in orally produced words

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<p>words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3.B. Decode regularly spelled one-syllable words.</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<ul style="list-style-type: none"> • Produce the letters that make the sounds in words with digraphs • Use specific strategies to decode words with digraphs • Produce the letter sounds to make a one-syllable word • Identify irregularly spelled words when reading • Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<ul style="list-style-type: none"> • Understand grade-level text when reading • Read grade-level text aloud, making minimal errors • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Reread text to better understand what was read, when necessary
<p>Unit 2 Writing Standards</p>	<p>Unit 2 Writing Critical Knowledge and Skills</p>
<p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<ul style="list-style-type: none"> • Discern facts from opinion • Introduce a topic that is well known • Include some facts about a topic • Write a closing statement
<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> • Tell events in a sequence • Describe events using details • Use sequence words to show order of events (e.g., now, when, then) • End with a closing sentence
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<ul style="list-style-type: none"> • Explain what was written when questions are asked by adults and peers • Reflect on writing and make changes • Add descriptive words and details • Attempt to recognize and correct spelling, grammar and punctuation errors
<p>Unit 2 Speaking and Listening Standards</p>	<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the</p>	<ul style="list-style-type: none"> • Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) • Use strategies to respond to the comments of others to build the conversation

Unit 2 Grade 1	
comments of others through multiple exchanges.	
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification of key details • Actively listen to presented information to answer questions
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about experiences feelings and emotions
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to clearly express ideas
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas in complete sentences • Speak audibly to naturally express ideas
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.A. Print all upper- and lowercase letters.</p> <p>L.1.1.B. Use common, proper, and possessive nouns.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk</p>	<ul style="list-style-type: none"> • Formation of upper and lowercase letters • Understand the difference between common, proper, and possessive nouns (as demonstrated in interactive writing and reading) • Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking • Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking • Identify different tenses of verbs in reading • Explain how verbs can express past, present, and future • Use verb tense to express past, present, and future in writing

Unit 2 Grade 1	
home).	
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<ul style="list-style-type: none"> Recognize the names of people, days of the week, and months of the year Capitalize the appropriate words in the date and the names of people Identify different types of end punctuation Apply appropriate end punctuation to writing Recognize the comma Explain the purpose and function of a comma Apply rules for using commas in writing to dates and to single word series Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation Apply knowledge of phonemic awareness and spelling conventions to spell untaught words Apply knowledge of phonemic awareness and spelling conventions to spell untaught words (inventive spelling)
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<ul style="list-style-type: none"> Group words into categories that logically fit together Explain why the words belong in a group Identify attributes of words put into categories Use the attribute to extend the definition of categorized words
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> Use vocabulary accurately in speaking and writing Demonstrate using conjunctions in speaking and writing Listen, share and read a variety of texts Use new words and phrases when writing, reading and responding to texts
Unit 2 Grade 1 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> Exit slips Weekly Assessments Quizzes Observations (Anecdotal Notes) Class/Group Discussions (Questions) Tiered Activities 	<ul style="list-style-type: none"> i-Ready Diagnostics Unit Assessments Performance Tasks

Unit 2 Grade 1

- Self - Evaluation
- Dictation Test (Words and Sentences)
- Spelling tests
- Workbook pages
- Reading Level Assessments (Assess Now, DRA, etc.)
- Worksheets

District/School Texts

Big Books for Shared Reading

- [Hello, Hello!](#)
- [Mama's Coming Home](#)
- [Me on the Map](#)
- [The Three Little Pigs](#)
- [Rap a Tap Tap](#)
- [If You Take a Mouse to School](#)
- [The Stray Dog](#)
- [Elephants Can Paint, Too](#)

Selections

- *Animalc Moms and Dads*
- *Little Red Hen*
- *On the Map*
- *The Pigs, the Wolf, and the Mud*
- *Beth and the Band*
- *On My Way to School*
- *Smile, Mike!*
- *Masks! Masks! Masks!*

Authentic Literature for Read Alouds

Responding to Text, Identifying and Describing Characters/Setting, Making Connections, Making and Confirming Predictions, Retelling, Context Clues, etc.

District/School Supplementary Resources

- First Grade Writing Guide
- I-Ready Tools for Instruction (Resources tab)
- [Brain Pop](#)
- [Spelling City](#)
- [Starfall](#)
- [Reading A to Z](#)
- [*Free Teachers Pay Teachers Mentor Texts](#)
- [Zoodles](#)
- [Turtle Diary](#)
- [Dolce Sight Word Lists and Resources](#)
- [Fry Sight Word Lists and Resources](#)
- [ABCya](#)
- [Brown Bag Teacher Mentor Texts](#)
- [Learning at the Primary Pond](#)
- [Core Standards](#)
- [Achieve the Core](#)
- [Flocabulary](#)
- [Story Online](#)

Websites for Center Ideas:

- [Reading Foundational Skills](#)
- [Reading Literature Activities](#)

Unit 2 Grade 1

- The Relatives Came by Cynthia Rylant
- Scaredy Squirrel by Melanie Watt
- Turkey Trouble by Wendi Silvano
- Wemberly Worried by Kevin Henkes
- Bear Snores On by Karma Wilson
- The Gingerbread Man by Jim Aylesworth
- Peter's Chair by Ezra Jack Keats
- The Gingerbread Girl by Lisa Campbell Ernst
- White Owl, Barn Owl by Nicola Davies and Michael Foreman
- Scarecrow by Cynthia Rylant
- A Turkey for Thanksgiving by Eve Bunting and Diane de Groat
- In November by Cynthia Rylant and Jill Kastner
- Snow is Falling by Franklyn M. Branley and Holly Keller
- Earrings by Judith Viorst
- Gingerbread Baby by Jan Brett
- Ordinary Mary by Emily Pearson and Fumi Kosaka

Leveled Books from Classroom Library and Book Room

Mentor Texts for Writing Mini Lessons (Informational)

- All About Sharks by Jim Arnosky
- What is Weather? by Ellen Lawrence
- Awesome Walruses by Eric Charlesworth
- Arctic Foxes by Emily Rose Townsend

Mentor Texts for Various Reading/Language Skills

- [Mentor Texts](#)

- [Reading for Information](#)

Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades:

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

<https://nj.gov/education/holocaust/curriculum/>

Unit 2 Grade 1

Primary Focus

Writing Workshop Lessons (Writing Guide)

Narrative Writing

- Exploring Narrative Stories
- Generating a Topic
- Small Moments
- Using the Story Hand to Plan and Organize Writing
- Stretching a Story Over Pages
- Using the Writing Process: Prewrite, Draft, Revise, Edit, Publish
- Suggested Prompts: best vacation ever, special party, earliest memory, favorite thing to do, first day of school, getting a good grade, going out to dinner, a time you were surprised, a trip your family took, your favorite place in the world, the best weekend ever, the first time you rode a bicycle

Informative/Explanatory Writing

- Explore Information Stories
 - Generate Ideas
 - Tell 5 Things about Your Topic
 - Use the Writing Process: Prewrite, Draft, Revise, Edit, Publish
 - Suggested Topics: People, Animals, Things, Sports, Places
- People
- Animals—Tell About an Interesting animal
- Places—What People Do When They Visit (place)
- My Favorite _____. (Tell About a Favorite Topic)
- Use Science/Social Studies Curriculums—Seasons, Weather, Neighborhoods, Planets.

Secondary Focus

Paragraph Writing (Writing Guide)

Writing Prompts: Responding to Text (Writing Guide)

Routine Writing

Journal

Daily Writing

Letter Formation

Shared and Interactive Writing

- Sentence Structure
- Spelling
- Grammar
- Punctuation
- Sequence Words
- Descriptive Words and Details
- Main Idea Sentences
- Closing Sentences

Fact v. Opinion Sorts

Unit 2 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 2 Connections	
NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p>	<p>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> • CRP1: Act as a responsible and contributing citizen and employee. • CRP2: Apply appropriate academic and technical skills.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/etc.

Refer to the [21st Century Life and Skills](#)

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.

Refer to the [NJ Student Learning Standards](#)

21st Century Themes and Skills

21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*
- *Financial, Economic, Business, and Entrepreneurial Literacy*

21st Century Skills

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

• *Creativity and Innovation (E)*

• *Critical Thinking and Problem Solving (T) (A)*

• *Communication (E)*

• *Collaboration (E) (T)*

Unit 3 Grade 1

Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> • Understand what key details are • Determine what key details are in a text • Recall key details of texts • Ask and answer questions about key details • Ask and prompt who, what where, when, why and how regarding details of a text • Answer when prompted and use key details from the text • Ask and answer questions about key details, with support
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.2. Identify the main topic and retell key details of a text.	RL.1.2: <ul style="list-style-type: none"> • Identify the key details of a story • Retell stories in their words capturing the key details • Explain the story’s central idea or message
		RI.1.2: <ul style="list-style-type: none"> • Identify the key details of a text • Retell texts in their own words capturing the key details • Identify the main topic of the text
	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3: <ul style="list-style-type: none"> • Identify the key people, events, ideas, or information in a text • Explain how two individuals, events, ideas or pieces of information are linked
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RL.1.4: <ul style="list-style-type: none"> • Recognize feeling words and phrases in texts • Recognize sensory words texts • Describe what feeling or sense the words and phrases are appealing to
		RI.1.4: <ul style="list-style-type: none"> • Identify words in text where the meaning is unclear or unknown • Ask and answer questions to help understand what words and phrases mean in the text • Provide a statement or other expression that shows understanding of unknown words in a informational text, using text content • Use strategies when faced with an unknown word

<p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>RI.1.7. Use illustrations and details in a text to describe its key details.</p>	<p>RL.1.7:</p> <ul style="list-style-type: none"> • Interpret illustrations to develop a better understanding of the story • Identify an illustration that helps to describe the character, setting, events • Explain how illustrations describe important story elements • Describe story elements using story details <p>RI.1.7:</p> <ul style="list-style-type: none"> • Interpret illustrations to develop a better understanding of the text • Identify an illustration that helps describe the key details • Explain how illustrations describe important key details • Describe a text using the details
<p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RL.1.9:</p> <ul style="list-style-type: none"> • Identify the characters in stories • Describe characters' experiences in the stories • Identify similarities and differences in characters' experiences in stories • Identify similarities and differences in what happened to the characters • Determine how characters solve problems <p>RI.1.9:</p> <ul style="list-style-type: none"> • Describe texts that are read, using various points (e.g., pictures, descriptions, etc) • Identify the similarities and differences of two texts on the same topic • Use various points of comparison (e.g., pictures, descriptions, etc)
<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p>RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</p>	<ul style="list-style-type: none"> • Participate in reading activities, either in a group or independently • Articulate the purpose of the reading activities • Model and develop engaging reading habits that lead to reading increasingly complex texts independently
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<ul style="list-style-type: none"> • Understand how a sentence is organized • Identify the first word of a sentence • Identify the capitalization used to begin the sentence • Identify the various types of end punctuation
<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge</p>		<ul style="list-style-type: none"> • Identify long and short vowel sounds in single syllable

<p>that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> words Produce the sound for each letter and blend to make a word Take apart a word by sounds Discern letter sounds at the beginning, middle, and end of words Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words Determine each phoneme of spoken one-syllable words
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>	<ul style="list-style-type: none"> Identify digraphs in orally produced words Produce the letters that make the sounds in words with digraphs Use specific strategies to decode words with digraphs Produce the letter sounds to make a one-syllable word Identify irregularly spelled words when reading Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding Identify long and short vowels when reading one-syllable words Accurately read both long and short vowels in common one-syllable words Use specific strategies to decode words using syllables Recognize the vowel sound in every syllable
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> Understand grade-level text when reading Read grade-level text aloud, making minimal errors Use an appropriate rate when reading aloud Use appropriate expression and inflection when reading text aloud Use appropriate self-correction strategies to read words and for understanding Reread text to better understand what was read, when necessary
<p>Unit 3 Writing Standards</p>	<p>Unit 3 Writing Critical Knowledge and Skills</p>
<p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<ul style="list-style-type: none"> Introduce the topic Express an opinion on the topic Include a reason to support the opinion Include a closing statement or section
<p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the</p>	<ul style="list-style-type: none"> Discern facts from opinion Introduce a topic that is well known

topic, and provide some sense of closure.	<ul style="list-style-type: none"> • Include some facts about a topic • Write a closing statement
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection , and add details to strengthen writing and ideas as needed.	<ul style="list-style-type: none"> • Respond to adults' and peers' (conferences and writing partner) questions and suggestions • Reflect on writing and make changes • Add descriptive words and details • Recognize and correct spelling, grammar and punctuation errors
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> • Use technology to create and publish writing, with support when necessary • Use technology to collaborate with peers, with adult support when necessary
W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	<ul style="list-style-type: none"> • Understand their role in the shared projects • Contribute to the project from beginning to end • Use graphic organizers to aid in collaboration
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> • Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions • Take notes on the key details of provided information • Read provided information to answer research questions and take notes • Recall from their own background knowledge to answer research questions
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • Participate in variety of rich structured conversations about grade appropriate topics and texts • Follow agreed upon rules for listening to others and taking turns speaking about topics and texts • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) • Use strategies to respond to the comments of others to build the conversation • Ask question(s) when confused during a discussion
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification of key details • Actively listen to presented information to answer questions
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering

clarify something that is not understood.	questions asked of them
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about experiences feelings and emotions
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> • Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to clearly express ideas
SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas in complete sentences • Speak audibly to naturally express ideas
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p>	<ul style="list-style-type: none"> • Demonstrates knowledge of singular and plural nouns with matching verbs when writing or speaking • Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking • Identify different tenses of verbs in reading • Explain how verbs can express past, present, and future • Use verb tense to express past, present, and future in writing • Identify adjectives and explain their function in reading • Use common adjectives in writing • Identify conjunctions and explain their function in reading • Use common conjunctions in writing • Identify determiners and explain their function in reading • Use determiners in writing
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p>	<ul style="list-style-type: none"> • Understand that dates and names are capitalized • Recognize proper nouns when reading and apply when writing • Apply knowledge of ending punctuation to writing • Recognize the comma • Explain the purpose and function of a comma • Apply rules for using commas in writing to dates and to single word series

<p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> • Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation • Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<ul style="list-style-type: none"> • Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts • Explain the meaning of common affixes • Demonstrate accurate inflection when reading (reading a question vs. reading a statement) • Use knowledge of common affixes and inflection to understand words • Apply root words and their inflectional forms in reading, writing and speaking • Consistently decode words using the meaning of affixes root word, and inflection as a clue
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<ul style="list-style-type: none"> • Group words into categories that logically fit together • Explain why the words belong in a group • Identify attributes of words put into categories • Use the attribute to extend the definition of categorized words • Use and understand words that are rich in meaning in reading, speaking, and writing • Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> • Use vocabulary accurately in speaking and writing • Demonstrate using conjunctions in speaking and writing • Listen, share and read a variety of texts • Use new words and phrases when writing, reading and responding to texts

Unit 3 Grade 1 What This May Look Like

District/School Formative Assessment Plan

District/School Summative Assessment Plan

<ul style="list-style-type: none"> • Spelling Tests • Dictation Tests (Words and Sentences) • Weekly Assessments • Quizzes • Exit Slips • Workbook Pages • Worksheets • Reading Level Assessments (Assess Now, DRA, etc.) • Observations (Anecdotal Notes) • Class/Group Discussions (Questions) • Tiered Activities • Self-Evaluation 	<ul style="list-style-type: none"> • iReady Diagnostics • Unit Assessments • Performance Tasks
District/School Texts	District/School Supplementary Resources
<p>Big Books for Shared Reading</p> <ul style="list-style-type: none"> • <u>A Friend for Little Bear</u> • <u>To Be a Kid</u> <p>Selections</p> <ul style="list-style-type: none"> • <i>Rose Robot Cleans Up</i> • <i>Kids Have Fun!</i> • <i>Drakes Tail</i> • <i>Gram and Me</i> • <i>Cesar Chavez</i> • <i>The Kite</i> • <i>Animal Teams</i> • <i>Kitten's First Full Moon</i> <p>Authentic Literature for Read Alouds</p> <p><i>Responding to Text, Making Connections, Identifying and Describing Character/Setting, Retelling, Text Features, Story Elements,</i></p>	<ul style="list-style-type: none"> • iReady Tools for Instruction (Resources Tab) • First Grade Writing Guide • Retelling Cards for Selection Stories • <u>Retelling Sticks (A Story Retelling Resource)</u> • <u>Jack and the Beanstalk Story Retell and Sequencing Activity</u> • <u>Reading and Retelling Bookmarks</u> • <u>Goldilocks and the Three Bears Retelling Picture and Story Cards</u> • <u>Five Finger Retell Cards</u> • <u>Going on a Bear Hunt Retelling Activity</u> • <u>Kinesthetic Activity for Retelling Blog Post</u> • <u>Retelling Learning Center Ideas</u> • <u>Retelling Anchor Chart</u> • <u>5 Finger Retell Anchor Chart</u> • <u>Video: How to Retell a Story</u> • <u>Video: Retelling a Story</u> • <u>Sensory Language Thinking Map for Sensory Poetry</u> • <u>Descriptive Language Writing Organizer</u>

Comparing/Contrasting, etc.

- [Tacky the Penguin](#) by Helen Lester
- [Ice Bear](#) by Nicola Davie
- [The Snowy Day](#) by Ezra Jack Keats
- [Snowmen at Night](#) by Caralyn Buehner
- [The Emperor's Egg](#) by Martin Jenkins and Jane Chapman
- [Snow](#) by Cynthia Rylant
- [Sneezy the Snowman](#) by Maureen Wright and Stephen Gilpin
- [Martin's Big Words: The Life of Dr. Martin Luther King, Jr.](#) by Doreen Rappaport
- [Roses are Punk, Your Feet Really Stink](#) by Diane deGroat
- [Abe Lincoln's Hat](#) by Martha Brenner
- [Duck for President](#) by Doreen Cronin
- [Hooway for Wodney Wat](#) by Helen Lester and Lynn Munsinger
- [Just Going to the Dentist](#) by Mercer Mayer
- [Pinkalicious](#) by Victoria Kann
- [I Ain't Gonna Paint No More!](#) by Karen Beaumont and David Catrow
- [The Moon Seems to Change](#) by Franklyn M. Branley
- [How to Heal a Broken Wing](#) by Bob Graham
- [The Three Billy Goats Gruff](#) by Rachael Mortimer
- [Koala Lou](#) by Mem Fox
- [The Easter Bunny's Assistant](#) by Jan Thomas
- [Jamie O'Rourke and the Big Potato](#) by Tomie dePaola
- [Chester](#) by Melanie Watt
- [Growing Frogs](#) by Vivian French and Alison Bartlett
- [The Pigeon Needs a Bath!](#) by Mo Willems
- [Don't Let the Pigeon Stay Up Late!](#) by Mo Willems
- [City Dog, Country Frog](#) by Mo Willems and Jon. J. Muth
- [Reading Comprehension Skills Book List](#)
- [List of Mentor Texts for Reading, Organized by Skill](#) *(Scroll down to the bottom to click on Mentor Text Lists for Reading)*

- [How to Make a Poetry Cube](#)
- [Sensory Poetry Blog Post](#)
- [Winter Poems Pinterest Board](#)
- [Similes Anchor Chart](#)
- [Poetry Made Simple for Little Learners Blog Post and Resource](#)
- [Story Elements Resource](#)
- [Story Elements Cards](#)
- [Story Elements Posters and Printable Resource](#)
- [Story Elements Dice Game](#)
- [Story Elements Anchor Chart](#)
- [Story Elements Anchor Chart II](#)
- [Story Elements Interactive Anchor Chart](#)
- [Video: Elements of a Story](#)
- [Video: Elements of a Story II](#)
- [Video: Elements of a Story III](#)
- [Gingerbread Story Element Compare/Contrast Resource](#)
- [Compare/Contrast Easy Activity Cards](#)
- [Compare/Contrast Graphic Organizers](#)
- [Compare/Contrast Graphic Organizers II](#)
- [Compare/Contrast Frogs and Toads Resource](#)
- [Compare/Contrast Writing Activity \(Winter\)](#)
- [Compare/Contrast Anchor Chart](#)
- [Book List for Teaching Compare/Contrast](#)
- [Venn Diagram Friend-Diagram Craftivity](#)
- [Fluency Check Center Activity for Partners](#)
- [Fluency Posters](#)
- [Fluency Cards by Dr. Jean](#)
- [Consonant Digraphs Mini Book](#)
- [Consonant Digraph Sorting Activity](#)
- [Digraph and Blend Chart](#)
- [Digraphs and Blends Worksheets](#)

Leveled Books from Classroom Library and Book Room

Mentor Texts for Writing Mini Lessons

- [Click, Clack, Moo: Cows that Type](#) by Doreen Cronin
- [Earrings!](#) by Judith Viorst
- [I Ain't Gonna Paint No More!](#) by Karen Beaumont
- [The Perfect Pet](#) by Margia Palatini
- [Scarecrow](#) by Cynthia Rylant
- [Snow](#) by Cynthia Rylant

[List of Mentor Texts for Reading, Organized by Skill](#) (Scroll down to the bottom to click on Mentor Text Lists for Writing)

- [Digraphs and Blends Worksheets II](#)
- [Free ELA Resources on Teachers Pay Teachers](#)
- [Core Standards](#)
- [Achieve the Core](#)
- [Brain Pop, Jr.](#)
- [Into the Book](#)
- [Storyline Online](#)
- [Turtle Diary](#)
- [ABCya](#)
- [Epic!](#)
- [ReadWorks](#)
- [Kiddle](#)
- [Pebble Go](#)
- [Flocabulary](#)
- [Starfall](#)
- [Quizlet](#)
- [Dolch Sight Word List and Resources](#)
- [Fry Sight Word List and Resources](#)
- [Spelling City](#)
- [Funbrain](#)
- [Reading A to Z](#)
- [Literary Elements \(Busy Teacher's Cafe\)](#)
- [ELA Lessons and Activities from Florida Center for Reading Research](#)
- [ELA Lessons and Activities from Engage NY](#)
- [Jessica Meacham's Classroom Snapshots](#)
- [The Measured Mom](#)
- [Brown Bag Teacher Mentor Texts](#)
- [Learning at the Primary Pond](#)
- [TeachersFirst Classroom Resources](#)
- [Teach-nology](#)

Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades:

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

<https://nj.gov/education/holocaust/curriculum/>

District/School Writing Tasks

Primary Focus

Writing Workshop Lessons (Writing Guide)

Opinion Writing

- Exploring Point of View (Persuasive Writing)
- Generating Idea Lists (Signs, Ads, Posters)
- Generating Ideas (Solving Problems, Making Solutions)
- Writing Reviews and Recommendations
- Painting Pictures with Words
- Using Voice in Writing
- Including *WHY* in Writing
- Responding to Opinion Prompts
- Stating an Opinion/Repeating the Question
- Giving Reasons for Opinion
- Providing a Closing Sentence
- Using the Writing Process: Prewrite, Draft, Revise, Edit, Publish
- Suggested Prompts: the best thing to do at recess, the best place to go during the summer, should we have to raise our hands to speak, the best food to eat, what class pet we should have, should kids have homework, should we have technology in our classroom, the best part of school, is it more fun to play outside in the sun or rain, is it important to eat

Secondary Focus

Writing Prompts: Responding to Text (Writing Guide)

Paragraph Writing (Writing Guide)

Routine Writing

[Interactive Notebooks](#)

Journal Writing

[Printing Practice \(Letter Formation\)](#)

Shared and Interactive Writing

- Sentence Structure
- Spelling
- Grammar
- Punctuation
- Sequence Words
- Descriptive Words and Details
- Main Idea Sentences
- Closing Sentences
- Fact v. Opinion Sorts

fruits and vegetables, favorite season, scariest Halloween costume, best superpower, the best way to eat an apple, the coolest thing about a firefighter, the best costume, the best protein, which hibernating animal would you be, best gift to get, which hat would you put on a snowman, what would you rather do on a snowy day, which arctic animal would you rather be... (Many more prompt ideas can be found in the First Grade Writing Guide that was distributed previously. Please see it for even more ideas).

Informative/Explanatory Writing

- Explore Information Stories
- Generate Ideas
- Tell 5 Things about Your Topic
- Use the Writing Process: Prewrite, Draft, Revise, Edit, Publish
- Suggested Topics: People, Animals, Things, Sports, Places

People

Animals—Tell About an Interesting animal

Places—What People Do When They Visit (place)

My Favorite _____. (Tell About a Favorite Topic)

Use Science/Social Studies Curriculums—Seasons, Weather, Neighborhoods, Planets.

Shared Research Writing

- How To Prompts
 - How to: make hot chocolate, get ready for school, build a snowman, tie his/her shoes, set the kitchen table, wash his/her hands, brush his/her teeth, plant a seed, score a goal in soccer, wash a car, get dressed, build a sandcastle, go trick-or-treating, read a book, wrap a gift,

<p>draw a star</p> <ul style="list-style-type: none"> • All About Book Projects <ul style="list-style-type: none"> ○ See the First Grade Writing Guide for more information and resources 		
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Unit 3 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

Unit 3 Connections	
<p>NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p>Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>

Technology Standards: Technology standards are embedded throughout all curricular units.

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices and Standard 9.1, 9.2, and 9.3

Career Ready Practices:

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP3: Attend to personal health and financial well-being.
- CRP4: Communicate clearly and effectively and with reason.
- CRP5: Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management.
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using global competence.

21st Century Skills

When possible, provide links to specific samples/ documents/ assignments/etc.

Refer to the [21st Century Life and Skills](#)

Interdisciplinary Connections

When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.

Refer to the [NJ Student Learning Standards](#)

21st Century Themes and Skills

21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*

Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.

<ul style="list-style-type: none"> ● <i>Civic Literacy</i> ● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i> <p>21st Century Skills</p> <ul style="list-style-type: none"> ● <i>Creativity and Innovation (E)</i> ● <i>Critical Thinking and Problem Solving (T) (A)</i> ● <i>Communication (E)</i> ● <i>Collaboration (E) (T)</i> 	
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Unit 4 Grade 1		
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> ● Understand what key details are ● Determine what key details are in a text ● Recall key details of texts ● Ask and answer questions about key details ● Ask and prompt who, what where, when, why and how regarding details of a text ● Answer when prompted and use key details from the text ● Ask and answer questions about key details, with support
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.2. Identify the main topic and retell key details of a text.	RL.1.2: <ul style="list-style-type: none"> ● Identify the key details of a story ● Retell stories in their words capturing the key details ● Explain the story’s central idea or message
		RI.1.2: <ul style="list-style-type: none"> ● Identify the key details of a text ● Retell texts in their own words capturing the key details ● Identify the main topic of the text
	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> ● Identify the key people, events, ideas, or information in a text ● Explain how two individuals, events, ideas or pieces of information are linked

<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>RL.1.4:</p> <ul style="list-style-type: none"> • Recognize feeling words and phrases in texts • Recognize sensory words texts • Describe what feeling or sense the words and phrases are appealing to
<p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>RI.1.7. Use illustrations and details in a text to describe its key details.</p>	<p>RL.1.7:</p> <ul style="list-style-type: none"> • Interpret illustrations to develop a better understanding of the story • Identify an illustration that helps to describe the character, setting, events • Explain how illustrations describe important story elements • Describe story elements using story details
		<p>RI.1.7:</p> <ul style="list-style-type: none"> • Interpret illustrations to develop a better understanding of the text • Identify an illustration that helps describe the key details • Explain how illustrations describe important key details • Describe a text using the details
	<p>RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p>	<ul style="list-style-type: none"> • Identify the key points an author is making in a text • Recognize the author’s reasoning by finding support within the text • Explain how this information is useful, with scaffolding, as needed
<p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p>	<p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RL.1.9:</p> <ul style="list-style-type: none"> • Identify the characters in stories • Describe characters’ experiences in the stories • Identify similarities and differences in characters’ experiences in stories • Identify similarities and differences in what happened to the characters • Determine how characters solve problems
		<p>RI.1.9:</p> <ul style="list-style-type: none"> • Describe texts that are read, using various points (e.g., pictures, descriptions, etc) • Identify the similarities and differences of two texts on the same topic • Use various points of comparison (e.g., pictures, descriptions, etc)

<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity or above.</p>	<p>RI.1.10. With prompting and support, read informational texts at grade level complexity or above.</p>	<ul style="list-style-type: none"> • Participate in reading activities, either in a group or independently • Articulate the purpose of the reading activities • Model and develop engaging reading habits that lead to reading increasingly complex texts independently
<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>		<ul style="list-style-type: none"> • Understand how a sentence is organized • Identify the first word of a sentence • Identify the capitalization used to begin the sentence • Identify the various types of end punctuation
<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds RF.1.2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>		<ul style="list-style-type: none"> • Identify long and short vowel sounds in single syllable words • Produce the sound for each letter and blend to make a word • Take apart a word by sounds • Discern letter sounds at the beginning, middle, and end of words • Pronounce letter sounds at the beginning, middle, and end of a word, including the vowel sound in C-V-C words • Determine each phoneme of spoken one-syllable words
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.2.B. Orally produce single-syllable words by blending sounds</p> <p>RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words. (due to standards realignment, formerly RF.2.3.D)</p> <p>RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>		<ul style="list-style-type: none"> • Identify digraphs in orally produced words • Produce the letters that make the sounds in words with digraphs • Use specific strategies to decode words with digraphs • Produce the letter sounds to make a one-syllable word • Identify irregularly spelled words when reading • Understand that vowel patterns and knowledge of final -e contribute to spelling and decoding • Identify long and short vowels when reading one-syllable words • Accurately read both long and short vowels in common one-syllable words • Use specific strategies to decode words using syllables • Recognize the vowel sound in every syllable
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p>		<ul style="list-style-type: none"> • Understand grade-level text when reading • Read grade-level text aloud, making minimal errors

<p>RF.1.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Use an appropriate rate when reading aloud • Use appropriate expression and inflection when reading text aloud • Use appropriate self-correction strategies to read words and for understanding • Reread text to better understand what was read, when necessary
<p>Unit 4 Writing Standards</p>	<p>Unit 4 Writing Critical Knowledge and Skills</p>
<p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<ul style="list-style-type: none"> • Introduce the topic • Express an opinion on the topic • Include a reason to support the opinion • Include a closing statement or section
<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> • Tell events in a sequence • Describe events using details • Use sequence words to show order of events (e.g., now, when, then) • End with a closing sentence
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<ul style="list-style-type: none"> • Respond to adults' and peers' (conferences and writing partner) questions and suggestions • Reflect on writing and make changes • Add descriptive words and details • Recognize and correct spelling, grammar and punctuation errors
<p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> • Use technology to create and publish writing, with support when necessary • Use technology to collaborate with peers, with adult support when necessary
<p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<ul style="list-style-type: none"> • Understand their role in the shared projects • Contribute to the project from beginning to end • Use graphic organizers to aid in collaboration
<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> • Use a variety of information (e.g., text, pictures, digital sources, prior information) to answer questions • Take notes on the key details of provided information • Read provided information to answer research questions and take notes • Recall from their own background knowledge to answer research questions
<p>Unit 4 Speaking and Listening Standards</p>	<p>Unit 4 Speaking and Listening Critical Knowledge and Skills</p>

<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • Participate in a variety of conversation (such as whole class discussions, literature circles, buddy reading and writing partners) • Develop skills in active listening and group discussion (taking turns, listening to the speaker, responding to the speaker) • Ask question(s) when confused about a discussion
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> • Ask and answer questions about a text read aloud or information through other media to better student understanding • Practice asking questions for clarification of key details • Actively listen to presented information to answer questions
<p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<ul style="list-style-type: none"> • Use strategies for asking questions that are on a topic • Use strategies for understanding and answering questions asked of them
<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> • Describe familiar people • Tell about familiar places • Describe memorable events • Explain familiar events • Report facts and details about experiences feelings and emotions
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> • Add visuals in order to present detailed information to others • Construct drawings or gather other visual media when describing • Present information to others using appropriate visual displays to clearly express ideas
<p>SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> • Express thoughts and feelings and ideas in complete sentences • Speak audibly to naturally express ideas
<p>Unit 4 Language Standards</p>	<p>Unit 4 Language Critical Knowledge and Skills</p>

<p>L1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1.D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>L.1.1.E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.F. Use frequently occurring adjectives.</p> <p>L.1.1.G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1.H. Use determiners (e.g., articles, demonstratives).</p> <p>L.1.1.I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>L.1.1.J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of personal, possessive and indefinite pronouns when writing or speaking • Identify different tenses of verbs in reading • Explain how verbs can express past, present, and future • Use verb tense to express past, present, and future in writing • Identify adjectives and explain their function in reading • Use common adjectives in writing • Identify conjunctions and explain their function in reading • Use common conjunctions in writing • Identify determiners and explain their function in reading • Use determiners in writing • Identify and explain the purpose of prepositions in reading • Use prepositional words in writing • Demonstrate sentence variety in speaking and writing
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.A. Capitalize dates and names of people.</p> <p>L.1.2.B. Use end punctuation for sentences.</p> <p>L.1.2.C. Use commas in dates and to separate single words in a series.</p> <p>L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2.E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> • Understand that dates and names are capitalized • Recognize proper nouns when reading and apply when writing • Apply knowledge of ending punctuation to writing • Apply rules for using commas in writing to dates and to single word series • Consistently spell words with common vowel patterns and frequently occurring irregular words in writing and in isolation • Apply knowledge of phonemic awareness and spelling conventions to spell untaught words
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4.B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>L.1.4.C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks,</p>	<ul style="list-style-type: none"> • Use strategies to determine the meaning of a word or phrase using context clues when reading grade-level texts • Explain the meaning of common affixes • Demonstrate accurate inflection when reading (reading a question vs. reading a statement) • Use knowledge of common affixes and inflection to understand words • Apply root words and their inflectional forms in reading, writing and speaking

<p>looked, looking).</p>	<ul style="list-style-type: none"> • Consistently decode words using the meaning of affixes root word, and inflection as a clue
<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5.C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.5.D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<ul style="list-style-type: none"> • Use and understand words that are rich in meaning in reading, speaking, and writing • Demonstrate diversity in their choice of verbs, nouns and adjectives in speaking and writing • Use a variety of methods to show the slight difference in meaning between similar verbs and adjectives
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> • Use vocabulary accurately in speaking and writing • Demonstrate using conjunctions in speaking and writing • Listen, share and read a variety of texts • Use new words and phrases when writing, reading and responding to texts.

Unit 4 Grade 1 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> • Spelling Tests • Dictation Tests (Words and Sentences) • Weekly Assessments • Quizzes • Tiered Learning Activities • Workbook Pages • Worksheets • Reading Level Assessments (Assess Now, DRA, etc.) • Observations (Anecdotal Notes) • Class/Group Discussions (Questions) • Exit Slips • Self-Evaluation 	<ul style="list-style-type: none"> • i-Ready Diagnostics • Unit Assessments • Performance Tasks
District/School Texts	District/School Supplementary Resources
<p>Selections</p> <ul style="list-style-type: none"> • <i>Meet Ben Franklin</i> • <i>Stormy Weather</i> • <i>Happy Fall</i> • <i>A Tiger Cub Grows Up</i> • <i>Olivia</i> • <i>Whistle for Willie</i> • <i>Cool Jobs</i> • <i>Dot & Jabber and the Big Bug Mystery</i> • <i>Super Oscar</i> <p>Authentic Literature for Read Alouds <i>Responding to Text, Making Connections, Identifying and Describing Character/Setting, Retelling, Text Features, Story Elements, Comparing/Contrasting, etc.</i></p> <ul style="list-style-type: none"> • <u>Tops and Bottoms</u> by Janine Stevens 	<ul style="list-style-type: none"> • i-Ready Tools for Instruction (Resources Tab) • First Grade Writing Guide • Retelling Cards for Selection Stories • Story Wands (for Comprehension and Retelling) • Reading Comprehension Anchor Chart • Reading Rockets for Comprehension Activities • Story Elements Activities • Context Clues Resource Book

- [Piggie Pie!](#) By Margie Palatini
- [Hey, Little Ant](#) by Phillip and Hannah Hoose
- [Chickens Aren't the Only Ones](#) by Ruth Heller
- [How I Became a Pirate](#) by Melinda Long
- [A Sick Day for Amos McGee](#) by Philip C. Stead
- [The Pigeon Finds a Hot Dog!](#) By Mo Willems
- [Don't Let the Pigeon Drive the Bus!](#) By Mo Willems
- [Ish](#) by Peter H. Reynolds
- [Sheila Rae, The Brave](#) by Kevin Henkes
- [Ruby the Copycat](#) by Peggy Rothman
- [Goldilocks and the Three Dinosaurs](#) by Mo Willems
- [Pigsty](#) by Mark Teague
- [Insect Detective](#) by Steve Voake
- [The Giving Tree](#) by Shel Silverstein
- [April Foolishness](#) by Teresa Bateman
- [One Tiny Turtle](#) by Nicola Davies
- [The Watermelon Seed](#) by Greg Pizzoli
- [Enemy Pie](#) by Derek Munson
- [My Mama Had a Dancing Heart](#) by Libba Moore Gray
- [The Snatchabook](#) by Helen Docherty
- [A Bad Case of Stripes](#) by David Shannon
- [Surprising Sharks](#) by Nicola Davies

- [Free ELA Resources on Teachers Pay Teachers](#)
- [Core Standards](#)
- [Achieve the Core](#)
- [Brain Pop, Jr.](#)
- [Into the Book](#)
- [Storyline Online](#)
- [Turtle Diary](#)
- [ABCya](#)
- [Epic!](#)
- [ReadWorks](#)
- [Kiddle](#)
- [Pebble Go](#)
- [Flocabulary](#)
- [Starfall](#)
- [Quizlet](#)
- [Dolch Sight Word List and Resources](#)
- [Fry Sight Word List and Resources](#)
- [Spelling City](#)
- [Funbrain](#)
- [Reading A to Z](#)
- [YouTube--First grade sounds](#)
- [YouTube--Parts of Speech](#)
- [Parts of Speech Anchor Chart](#)
- [Pronoun Anchor Chart](#)
- [Parts of Speech Game](#)
- [Reading Comprehension Activity](#)
- [The Little Old Lady Who Wasn't Afraid of Anything--Verb Activity](#)

- [The Pout-Pout Fish](#) by Deborah Diesen
- [List of Mentor Texts for Reading, Organized by Skill](#) (Scroll down to the bottom to click on Mentor Text Lists for Writing)

• **Leveled Books from Classroom Library and Book Room**

Mentor Texts for Writing Mini Lessons

Opinion Writing

- [The Perfect Pet](#) by Margie Palatini
- [Red is Best](#) by Kathy Stinson
- [Stella Writes an Opinion](#) by Janiel Wagstaff
- [I Want a Dog: My Opinion Essay](#) by Darcy Patteson

Narrative Writing

- [Ralph Tells a Story](#) by Abby Hanlon
- [Fireflies!](#) By Julie Brinckloe
- [The Best Story](#) by Eileen Spinelli
- [Roller Coaster](#) by Marla Frazee

Mentor Texts for Various Reading/Language Skills

- [Mentor Texts](#)

Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades:

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

<https://nj.gov/education/holocaust/curriculum/>

District/School Writing Tasks

Primary Focus

Writing Workshop Lessons (Writing Guide)

Opinion Writing

Suggested Prompts—

Secondary Focus

Writing Prompts: Responding to Text (Writing Guide)

Paragraph Writing (Writing Guide)

Routine Writing

- Journal
- Daily Writing
- Letter Formation
- Shared and Interactive Writing
- Sentence Structure

<ul style="list-style-type: none"> • Leveled Opinion Writing Prompts 1 • Opinion Writing Prompts 2 • Opinion Writing Prompts 3 <p>Narrative Writing</p> <ul style="list-style-type: none"> • Exploring Narrative Stories • Generating a Topic • Small Moments • Using the Story Hand to Plan and Organize Writing • Stretching a Story Over Pages • Using the Writing Process: Prewrite, Draft, Revise, Edit, Publish <p>Suggested Prompts—</p> <ul style="list-style-type: none"> • Narrative Writing Prompts 1 • Narrative Writing Prompts 2 		<ul style="list-style-type: none"> • Spelling • Grammar • Punctuation • Sequence of Events • Descriptive Details • Closing Sentences <ul style="list-style-type: none"> • Narrative Writing • Paragraph Writing • Interactive Writing
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Unit 4 Suggested Modifications/Accommodations/Extension Activities		
English Language Learners (ELL) <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Special Education / 504 <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	Gifted and Talented <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: https://wida.wisc.edu/teach/can-do/descriptors</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language 	<p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> • Use of visual and multisensory formats • Use of assisted technology • Use of prompts • Modification of content and student products • Testing accommodations • Authentic assessments 	<p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> • Adjusting the pace of lessons • Curriculum compacting • Inquiry-based instruction • Independent study • Higher-order thinking skills • Interest-based content • Student-driven instruction • Real-world problems and scenarios

<p>skills with students who have more advanced English language skills</p> <ul style="list-style-type: none"> • Scaffolding • Word walls • Sentence frames • Think-pair-share • Cooperative learning groups • Teacher think-aloud 		
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Unit 4 Connections	
<p style="text-align: center;">NJSLS - Technology <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Technology Standards</p>	<p style="text-align: center;">Career Readiness Practices <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the NJ Career Readiness Practices</p>
<p>Technology Standards: Technology standards are embedded throughout all curricular units.</p> <p>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>Career Ready Practices and Standard 9.1, 9.2, and 9.3</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impacts of decisions. ● CRP6: Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP10: Plan education and career paths aligned to personal goals.

	<ul style="list-style-type: none"> ● CRP11: Use technology to enhance productivity. ● CRP12: Work productively in teams while using global competence.
<p align="center">21st Century Skills <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p align="center">Interdisciplinary Connections <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p>
<p><i>21st Century Themes and Skills</i></p> <p><i>21st Century Themes</i></p> <ul style="list-style-type: none"> ● <i>Global Awareness</i> ● <i>Environmental Literacy</i> ● <i>Health Literacy</i> ● <i>Civic Literacy</i> ● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i> <p><i>21st Century Skills</i></p> <ul style="list-style-type: none"> ● <i>Creativity and Innovation (E)</i> ● <i>Critical Thinking and Problem Solving (T) (A)</i> ● <i>Communication (E)</i> ● <i>Collaboration (E) (T)</i> 	<p>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</p>