

English Language Arts K-2
Dennis Township Schools

SUBJECT: Language Arts (Writing)

GRADE LEVEL: Kindergarten

UNIT TITLE: Writing

Marking Period- Marking Period 1-4

START OF UNIT: September

END OF UNIT: June

Core Ideas

Express opinion of a book or topic using drawings, dictation and writing.
Give facts about a book or topic using drawings, dictation and writing.
Tell about an event, several events in a story and the sequential order in which they occurred.
Provide a reaction to a story or topic discussed in text.
Write a response to a question provided after reading text.
Add details to response questions, taking suggestions from peers.
Begin to publish writing through various digital tools.
Share research with peers and complete writing projects that include opinion and author study.
Provide information recalled from experiences and gather more information to support a written response.

Materials

Lined paper with space for illustration
Chromebooks
Children's Literature
Children's Informational Text

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Listen/read three different types of text and develop a purposeful response (opinion, information, narrative).</p> <p>Strengthen writing through self-reflection that uses questions and is assisted through peer involvement.</p> <p>Use digital resources to publish responses.</p> <p>Share opinions and research in a whole group, small group or pairs.</p> <p>Using prior knowledge, recall from experience in order to answer questions.</p> <p>Print many upper- and lowercase letters</p> <p>Use frequently occurring nouns and verbs</p> <p>Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).</p> <p>Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for,, of, by, with).</p> <p>Produce and expand complete sentences in shared language activities.</p> <p>Capitalize the first word in a sentence and the pronoun I.</p>	<p>W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>W.K.2. Use a combination of drawing, dictating, writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7. Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Illustrate and write an informative text on a topic provided using kindergarten language and developmental spelling.</p> <p>Illustrate and write a story with a beginning, middle and end using kindergarten language and developmental spelling, adding an opinion or reaction.</p> <p>Write a review on their favorite book giving the students all the sentence starter (My favorite book is...)</p> <p>Participate in a group writing activity that involves shared research.</p>

Recognize and name end punctuation.	L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Write a letter or letters for most consonant and short-vowel sounds (phonemes).	L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		

Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices 	
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs 	

Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices
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Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections
<p>Art - Illustrate a picture to correlate with the written response or retell.</p> <p>STEAM - Create a slideshow or publish written responses.</p> <p>Music - Add music/Sound to written responses published through digital tools.</p> <p>Social Studies - Write opinion/response to lesson questions</p>

21st Century Skills, Technology, Career Education
Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills
<ul style="list-style-type: none"> • Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: Kindergarten

UNIT TITLE: Reading Foundation Skills

LENGTH OF STUDY: Marking Period- 1-4

START OF UNIT: September

END OF UNIT: June

Core Ideas

Understand the format and organization of featured print.
REad printed words from left to right, top to bottom and will turn pages to continue reading.
Recognize that a sequence of letters together form words and that spaces separate words on a page.
Distinguish between uppercase and lowercase letters.
Produce and repeat rhyming words.
Blend and segment syllables while speaking.
Recognize segment single-syllable words.
Pronounce and isolate CVC words (initial, medial vowel and final sounds)
Make new words by adding or subtracting sounds to single-syllable words.
Demonstrate the knowledge of sounds for all consonants and vowels.
Read HFWs and sight words.
Identify similar spelled words by distinguishing the letters that differ by their sound.
Read with purpose and understand emergent-readers and grade level text.

Materials

Wilson Foundation Level 1 Letter flashcards Emergent-reader texts Blend flashcards
 Magnetic letter boards High Frequency Word cards Lined Whiteboards with markers
 Sight Word Wall

Daily Targets

Follow words in a text from left to right.

Understand that print represents the spoken language.

Recognize and repeat all letter sounds and blends.

Read with automaticity (on-level) high-frequency words and sight words.

Students will produce rhyming words and begin to add and subtract one-syllable sounds to create new words.

Associate the long and short sounds with the five major vowels and recognize them in words.

Demonstrate the understanding of uppercase and lowercase words and the basic features of print (following words, sequence of letters with sound and spatial separation with words in sentences).

Pronounce CVC words (three-phoneme words).

NJSLs Performance Expectations

Print Concepts

RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper and lower case letters of the alphabet.

Phonological Awareness

RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, produce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.

Instructional Activities

Using the Wilson Foundation Program, students will demonstrate syllables, in words by using their fingers to tap out the sounds.

Students will be introduced to HF words weekly. They will be able to say, spell and use the words in a sentence. Students will spell by using whiteboards, sky writing or invisible desk writing methods.

Using leveled emergent readers, students will read individually, in a whole group and with partners.

- D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (this does not include CVCs ending with /l/, /r/, or /x/.)
- E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3 Know and apply grade level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency and sight words with automaticity.
- D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nape and tap; cat and cot).

Fluency

RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

- A. Read emergent-readers with purpose and understanding.
- B. Read grade level text for purpose and understanding.

Craft and Structure

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

	<p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>Integration of knowledge and Ideas</p> <p>RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	
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Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices 	

Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections	
<p>Art - have students use appropriate emergent-readers and create a project associated with the text.</p> <p>STEAM - Create a word wall for language or text used.</p> <p>Math - one step word problems that contain CVC, HF and sight words that can be read aloud.</p>	

21st Century Skills, Technology, Career Education

Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills

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SUBJECT: Language Arts (Speaking and Listening)

GRADE LEVEL: Kindergarten

UNIT TITLE: Comprehension and Presentation of Knowledge through Speaking and Listening

Marking Period- Marking Period 1-4

START OF UNIT: September

END OF UNIT: June

Core Ideas

Actively participate in large and small group on topic discussions.
Listen to others and take turns speaking about specific topics and texts.
Teacher/student driven questioning about key details presented through read aloud or text.
Asking questions when information needs more clarification or misunderstood.
Seeks help through proper on topic question methods.
With encouragement, students will name familiar people, places, things and events while also providing more detail.
Will provide additional information and detail of knowledge through drawing or displays.
Speaks clear and concise thoughts and expresses emotions associated.

Materials

Class meeting board, carpet and accessories. Hand/Sock Puppets Topic Starters
Children's Literature relating to: Active Listening, Speaking, Taking Turns, Asking Proper Questions
Timer

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<p>Actively engage in language arts activities as shown through proper speech and listening techniques.</p> <p>Students will ask questions to seek help, further understand or clarify information.</p> <p>Describe people, places, events and things that they are familiar with, while adding detail.</p> <p>Students will use words and phrases that have been acquired through conversations, reading, read aloud and text.</p> <p>Students will engage in multiple large and small group conversations in which they will take turns talking and listening through multiple exchanges.</p>	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">A. Follow agreed-upon norms for discussions (e.g. listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 40px;">B. Continue a conversation through multiple exchanges.</p> <p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Presentation of Knowledge and Ideas.</p> <p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Teacher will hold a class meeting each morning that will consist of a routine in which each student will actively participate through listening and speaking.</p> <p>Using sentence starters and specific topics, students will have “partner conversations” and share details from their conversation with the whole group.</p> <p>Students will use their own hand sock puppets to answer and ask questions in a whole group.</p>

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections
<p>Art - Illustrate a picture to correlate with the written response or retell.</p> <p>STEAM - Create a slideshow or publish written responses.</p> <p>Music - Add music/Sound to written responses published through digital tools.</p> <p>Social Studies - Write opinion/response to lesson questions</p>

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SUBJECT: Language Arts (Reading Informational Text)

GRADE LEVEL: Kindergarten

UNIT TITLE: Story Elements (Informational Text)

Marking Period- Marking Period 1-4

START OF UNIT: September

END OF UNIT: June

Core Ideas

Asking/answering questions about key details in text, student/teacher driven.

Retell key details and information in text.

Recognizing the main idea in informational text.

Teacher/student driven questioning that describes a relationship between people, events, ideas or information in text.

Recognize and define a new vocabulary.

Name and identify parts of a book (front cover, back cover and title page).

Define the role of an author and illustrator in informational text and how they are different from those involved in literature.

Develop a relationship between information being read and illustrations associated.

Identifying supporting points that an author provides in informational text and why they are given.

Begin to identify similarities and differences between two informational texts on the same topic.

Participate in group discussions with clear objectives.

Materials

Informational text “Does it Belong” sentence strips Parts of a Book Poster

Parts of Book Dice Game Compare and Contrast Graphic Organizer Poster/Slides

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Using key details in informational text to answer questions and participate in group discussions.</p> <p>Connecting different texts in order to gain more knowledge about a specific topic.</p> <p>Identifying and labeling the parts of a book, specifically the front cover, back cover and title page.</p> <p>Make clear association between illustrations and text provided in information text.</p> <p>Model and promote engaging reading habits through articulate and purposeful group activities.</p>	<p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Craft and Structure.</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. Integration of Knowledge and Ideas.</p> <p>RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>With the use of several different types of graphic organizers (e.g. Venn Diagram) compare and contrast two different texts and the same topic.</p> <p>Create a “parts of a book” dice with each side being a different part (title page, etc). The students in small groups will take turns rolling the dice and identifying that part of the book provided.</p> <p>After reading informational text, create sentence stripes that have accurate information given and false information. Using the stripes, have the students participate in “Does it Belong?” where they will have to recognize and retell accurate facts provided in the texts.</p>

	RI.K.10. Actively engage in group reading activities with purpose and understanding.	
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Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices 	
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs 	
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups 	

	<ul style="list-style-type: none"> ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices
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Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> ● Performance Tasks ● Projects

Interdisciplinary Connections
<p>Music - play instruments associated with informational text read.</p> <p>Physical Education - participate and learn rules in games described in informational text that may be unique or different to the students.</p> <p>Art - illustrate a part of information text that is read to the student.</p> <p>Math - use numbers to list facts that are provided in the text.</p>

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SUBJECT: Language Arts

GRADE LEVEL: First Grade

UNIT TITLE: Narrative Writing and Reading

LENGTH OF STUDY: 6-8 weeks

START OF UNIT: September

END OF UNIT: November

Core Ideas

Establishes a community of readers and writers in the classroom.
Readers will learn to read with stamina, engagement and fluency.
Use context to confirm, correct or reread text.
Create a purpose for reading and answering questions associated with text.
Use Illustrations and key details to describe characters and setting.
Support thinking with evidence in fiction and non-fiction text.
Recount two or more events in a narrative story.
Choose a topic, plan and write in sequence of events a narrative story.
Elaborate the ideas by using illustrations and words in their writing.
Participate in elaborate conversations with grade level partners.
Daily phonemic awareness (letter and word study) to create letter-sound relationships and building words.

Materials

Wilson Fundation Program/Kit
Leveled Readers
Big Books

Word Wall
Anchor Charts
Pointers

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>*identify key details in a text (e.g. who, what, when, where, why, how)</p> <p>*ask questions about details in a text (e.g. who, what, when, where, why, how)</p> <p>*answer questions about details in a text (e.g. who, what, when, where, why, how)</p> <p>*key details are used to describe characters, settings, and major events.</p> <p>*identify characters, settings, and major events in a story</p> <p>*use key details to describe characters, settings, and major events</p> <p>*read to explore a wide range of text types</p> <p>*recognize the different types of texts when reading</p> <p>*explain differences between books that tell stories and books that give information</p> <p>*read and comprehend first grade level texts, with prompting and support ask questions about key details in a text</p> <p>*answer questions about key details in a text we can gain information from pictures or words in a text</p>	<p>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.</p> <p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p> <p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <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>A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>Wilson Foundations Daily Lessons</p> <p>Small group reading instruction including leveled texts.</p> <p>Modeling (Think Alouds, Shared Writing)</p> <p>Cooperative Learning Strategies (Think-Pair-Share)</p> <p>Individuals Reading Conferences</p> <p>Interactive Read Alouds</p> <p>Reading Workshops with literary themes</p> <p>Mini-lessons on daily targets</p>

<p>*identify information from pictures or other illustrations in a text</p> <p>*identify information from the words in a text</p> <p>*read first grade texts with teacher support</p> <p>*comprehend first grade texts with teacher support there are distinguishing features, or parts, of a sentence.</p> <p>*recognize the features of a sentence (e.g., first word, capitalization, ending punctuation) there are distinguishing features, or parts, of a sentence.</p> <p>*recognize the features of a sentence (e.g., first word, capitalization, ending punctuation) every syllable must have a vowel sound</p> <p>*determine the number of syllables in a printed word</p> <p>*identify the vowel(s) in a syllable</p> <p>*there is a difference between long vowel words and short vowel words when someone is speaking</p> <p>*distinguish long from short vowel sounds in spoken single-syllable words</p> <p>*blend sounds together (including consonant blends) to make one syllable words when speaking</p> <p>*isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words</p>	<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>B. Decode regularly spelled one-syllable words.</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <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> <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> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>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.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Print all upper- and lowercase letters.</p> <p>F. Use frequently occurring adjectives.</p>	
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*there are grade-level skills we can use to decode words

*there are spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)

*decode regularly spelled one-syllable words

*it is important to read grade-level text with sufficient accuracy and fluency to support comprehension

*read grade-level text with purpose and understanding

*read grade-level text orally with accuracy, appropriate rate, and expression

*use context to confirm or self-correct word recognition and understanding, rereading as necessary

*narrative writing can tell a story with two or more sequenced events

*write narrative texts that tell the events in order

*write narrative texts that contain details about the events in the story

*use transition words to show the order of events

*write conclusions (or endings) to narrative texts

*with guidance and support from adults, we can recall information from experiences or gather information from provided sources to answer a question

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

<p>*with guidance and support from adults, recall information from experiences to answer a question</p> <p>*with guidance and support from adults, gather information from provided sources to answer a question</p> <p>*conversations are focused on a topic or text</p> <p>*conversations involve listening to others with care, speaking one at a time, and responding to other's ideas</p> <p>*ask questions about key details in something we heard</p> <p>*answer questions about key details in something we heard</p> <p>*speak in complete sentences</p> <p>*print all upper- and lowercase letters</p> <p>*use frequently occurring adjectives</p> <p>*use frequently occurring conjunctions (e.g., and, but, or, so, because)</p>		
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Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	

English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> ● Performance Tasks

- Projects

Interdisciplinary Connections

Math- students will decode and comprehend math word problems.

Social Studies - students will participate in several read alouds that are associated with Social Studies and their topics.

Science - students will participate in several read alouds that are associated with Science topics.

21st Century Skills, Technology, Career Education

Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: First Grade

UNIT TITLE: Narrative Writing and Reading

LENGTH OF STUDY: 6-8 weeks

START OF UNIT: November

END OF UNIT: January

Core Ideas

Establishes a community of readers and writers in the classroom.
Readers will learn to read with stamina, engagement and fluency.
Use context to confirm, correct or reread text.
Create a purpose for reading and answering questions associated with text.
Use Illustrations and key details to describe characters and setting.
Support thinking with evidence in fiction and non-fiction text.
Recount two or more events in a narrative story.
Choose a topic, plan and write in sequence of events a narrative story.
Elaborate the ideas by using illustrations and words in their writing.
Participate in elaborate conversations with grade level partners.
Daily phonemic awareness (letter and word study) to create letter-sound relationships and building words.

Materials

Wilson Fundation Program/Kit
Leveled Readers
Big Books
Response Journals

Word Wall
Anchor Charts
Pointers

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>*stories can have central messages (big ideas) or teach lessons</p> <p>*we can show understanding of a central message (big idea) or lesson by retelling a story</p> <p>*retell stories using key details (e.g. who, what, when, where, why and how)</p> <p>*identify the central message (big idea) or lesson</p> <p>*illustrations may tell us details about characters, setting, or events</p> <p>*use illustrations and important details from the story to describe characters</p> <p>*use illustrations and important details from the story to describe setting</p> <p>*use illustrations and important details from the story to describe events</p> <p>*there may be similarities and differences between characters' experiences and adventures in stories</p> <p>*tell the similarities between characters' adventures and experiences in stories</p> <p>*tell the differences between characters' adventures and experiences in stories</p> <p>*retell key details of a text</p>	<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</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>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <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> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <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>	<p>Wilson Foundations Daily Lessons</p> <p>Small group reading instruction including leveled texts.</p> <p>Modeling (Think Alouds, Shared Writing)</p> <p>Cooperative Learning Strategies (Think-Pair-Share)</p> <p>Individuals Reading Conferences</p> <p>Interactive Read Alouds</p> <p>Reading Workshops with literary themes</p> <p>Mini-lessons on daily targets</p> <p>Interactive Reader's Theaters (focusing on verbs)</p>

- *ask and answer questions to help determine the meaning of words and phrases in a text
- *ask and answer questions to help clarify the meaning of words and phrases in a text
- *we can use illustrations in a text to describe its key ideas
- *identify the illustrations and details in a text to describe its key ideas
- *with guidance and support from adults, writers focus on a topic, and strengthen writing through self-reflection, and by responding to questions and suggestions from peers
- *with guidance and support from adults, respond to questions and suggestions from peers to strengthen our writing
- *with guidance and support from adults, reflect on our own writing to make it stronger
- *with guidance and support from adults, add details to strengthen our writing
- *build on other's ideas by responding to comments
- *talk with many different people about first grade topics and texts
- *answer questions about something I heard to show what I understand
- *use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
 A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. 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>*use verbs to convey a sense of past, present, and future</p> <p>*use context clues to determine the meaning of a word or phrase</p> <p>*distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) by defining or choosing them or by acting out the meanings</p> <p>*distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings</p>		
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Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” 	

	<ul style="list-style-type: none"> • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections	
<p>Math- students will decode and comprehend math word problems.</p> <p>Social Studies - students will participate in several read alouds that are associated with Social Studies and their topics.</p> <p>Science - students will participate in several read alouds that are associated with Science topics.</p>	

21st Century Skills, Technology, Career Education

Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: First Grade

UNIT TITLE: Unit 2 Information/Explanatory Writing and Reading

LENGTH OF STUDY: 6-8 weeks

START OF UNIT: September

END OF UNIT: November

Core Ideas

Develop strategies to problem solve words as they read.
Begin to read more complex text to develop more sophisticated strategies.
Retell stories using logical order and key details.
Name an informational topic, give facts in a logical order and provide a conclusion.
Create a shared research informational writing project.
Using developmental and phonics-based knowledge students will write and read unfamiliar words.
Use capital letters for beginning a sentence, names and dates.
Begin to change the end punctuation (period or exclamation mark).

Materials

Wilson Fundation Program/Materials Response Journals
Leveled Readers on Informational Text Vocabulary Word Wall
Big Books Anchor Charts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<p>*one or more people can tell a story (e.g. narrator, character(s), etc.)</p> <p>*identify who is telling the story at different points</p> <p>*identify the individuals in a text</p> <p>*identify the events in a text</p> <p>*identify ideas in a text</p> <p>*identify pieces of information in a text texts have similarities and differences</p> <p>*identify similarities in two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p>*identify differences in two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p> <p>*segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</p> <p>*decode basic two-syllable words by breaking the words into syllables and using knowledge that every syllable must have a vowel sound</p> <p>*writing can give information, or explain how to do something, by naming a topic and stating facts about the topic</p> <p>*name a topic for informational texts</p>	<p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</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>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> <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>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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> <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> <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> <p>SL.1.2. Ask and answer questions about key details in a text</p>	<p>Wilson Foundations Daily Lessons</p> <p>Writer's Workshop for informational text gathering information on a specific topic, giving facts and a conclusion.</p> <p>Create a Word Wall for new vocabulary discovered in informational text.</p> <p>Make a story flip book that includes facts and illustrations about a topic in a logical order with an ending.</p> <p>In a small group, students will research a specific topic and share with the whole group their findings in a sequential, organized way.</p> <p>Create a chart for root word endings (-s, -ed, -ing)</p> <p>Create a chart for personal, possessive and indefinite pronouns.</p> <p>Daily choose a student to write the date on a specific area in the</p>

<p>*write an informational text that contains facts about a topic</p> <p>*write a conclusion for informational text</p> <p>*we can participate in shared research and writing projects</p> <p>*research a topic by exploring a number of books on the given topic and write about it</p> <p>*ask questions about key details in something we heard</p> <p>*answer questions about key details in something we heard</p> <p>*orally describe people, places, things and events with details</p>	<p>read aloud or information presented orally or through other media</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). H. Use determiners (e.g., articles, demonstratives).</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use commas in dates and to separate single words in a series.</p> <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)</p>	<p>classroom, including the appropriate placement of a comma.</p> <p>Small group reading instruction including leveled texts.</p> <p>Modeling (Think Alouds, Shared Writing)</p> <p>Cooperative Learning</p> <p>Strategies (Think-Pair-Share)</p>
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Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map

English Language Learners	<ul style="list-style-type: none"> • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map
Students At-Risk of School Failure	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks

- Projects

Interdisciplinary Connections

Social Studies- students will research a specific historical event and share information with the class.

Science- students will research a specific topic associated with the Science curriculum and share information with the class.

Art- students will create illustrations that are associated with information that they have researched

Math- students will use numbers (percentages, decimals, fractions) to convey information that they have researched on a specific subject

21st Century Skills, Technology, Career Education

Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills

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- Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: First Grade

UNIT TITLE: Reading Literature and Opinion Writing (Part A)

LENGTH OF STUDY: 6-8 weeks

START OF UNIT: January

END OF UNIT: March

Core Ideas

Be able to tell the difference between literature and informational text. Begin to explore poetry.

Answer questions about key details and main ideas in text. Identify/explain how words contribute to feelings.

Identify who is telling a story.

Be able to compare and contrast characters and situations in a story or informational text. Use new vocabulary to make connections between the word and their real-life use.

Start to use sentence-level context to figure out the meaning of an unknown word.

Understand opinion writing and start to write their own including topic, opinion, reason and closure. Share writing with peers to acquire more detail.

Publish writing using digital tools.

Materials

Wilson Fundation Program/Materials Chromebooks On-level Poems
Leveled Readers Chart Paper Big Books

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>*stories and poems use words that describe feelings</p> <p>*stories and poems use words to describe what we can see, hear, smell, taste, or feel</p> <p>*identify words and phrases that describe feelings</p> <p>*identify words and phrases that describe what we can see, hear, smell, taste, or feel</p> <p>*there are various text features in text</p> <p>*identify various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons)</p> <p>*the final -e and specific common vowel team conventions represent long vowel sounds</p> <p>*distinguish long and short vowels when reading regularly spelled one-syllable words</p> <p>*opinion pieces name a topic and state an opinion and provide a reason for that opinion</p> <p>*introduce a topic or name a book we are writing about • state an opinion about a topic</p> <p>*supply a reason for the opinion</p> <p>*provide a sense of closure</p>	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. C. Know final -e and common vowel team conventions for representing long vowel sounds D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</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 opin</p>	<p>Wilson Foundations Daily Lessons</p> <p>Create a Five Feelings Chart (What do you see, hear, smell, taste, or feel).</p> <p>Mini lesson on "Mama E" and the importance of a final -e at the end of the word. Sort short and long vowels on chart paper to represent the different sounds.</p> <p>Create a graphic organizer for Opinion writing pieces using the OREO technique (Opinion, Reason, Explanation, Opinion) with a clear closing statement.</p> <p>Small group reading instruction including leveled texts.</p> <p>Modeling (Think Alouds, Shared Writing)</p> <p>Cooperative Learning Strategies (Think-Pair-Share)</p> <p>Individual Reading Conferences</p> <p>Interactive Read Alouds</p>

		Reading Workshops with literary themes Mini-lessons on daily targets
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Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices 	
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs 	
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary 	

	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices
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Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections	
<p>STEAM- Research online different electronic menus for text across different outlets.</p> <p>Physical Education- students will create an opinion writing piece on their favorite sport to play including (Opinion, Reason, Explain, Opinion)</p> <p>Social Studies- students will be able to identify the parts of a social studies informational text including glossary, table of contents and headings</p>	

21st Century Skills, Technology, Career Education

Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: First Grade

UNIT TITLE: Reading Literature and Opinion Writing (Part B)

LENGTH OF STUDY: 6-8 weeks

START OF UNIT: March

END OF UNIT: June

Core Ideas

Be able to tell the difference between literature(stories) and informational text.
Begin to explore poetry.
Answer questions about key details and main ideas in text.
Identify/explain how words contribute to feelings.
Identify who is telling a story.
Be able to compare and contrast characters and situations in a story or informational text.
Use new vocabulary to make connections between the word and their real-life use.
Start to use sentence-level context to figure out the meaning of an unknown word.
Understand opinion writing and start to write their own including topic, opinion, reason and closure.
Share writing with peers to acquire more detail.
Publish writing using digital tools.

Materials

Wilson Fundation Program/Materials Chromebooks
Leveled Readers Chart Paper Big Books
Daily Grammar Sentences Daily Response Prompts Spelling Unit Words

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>*with guidance and support from adults and through collaboration with peers, digital tools can help us produce and publish writing.</p> <p>*use a variety of digital tools to produce and publish writing, with guidance and support</p> <p>*collaborate with peers to produce and publish writing</p> <p>*Use common, proper and possessive nouns</p> <p>*use frequently occurring prepositions</p> <p>*produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>* use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> <p>*spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p> <p>*it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading</p> <p>*determine or clarify the meaning of unknown and multiple meaning words and phrases in grade 1 reading and content, choosing from various strategies</p>	<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> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>B. Use common, proper and possessive nouns.</p> <p>I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p> <p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>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>Wilson Foundations Daily Lessons</p> <p>Publish an opinion writing piece using graphic organizers, peer editing and chromebooks. Students can add an illustration to support their reasons in the opinion statement.</p> <p>Daily “Fix-It” Grammar sentences.</p> <p>Mini-lessons on recognizing frequently used prepositions by underlining/highlighting.</p> <p>Use a daily prompt that students can Think-Pair-Share-Write to produce and expand on different types of sentences.</p> <p>Using whiteboards have students spell untaught words using prior knowledge from phonemic awareness and conventions. Have students self-correct if necessary.</p> <p>Small group reading instruction including leveled texts.</p> <p>Modeling (Think Alouds, Shared Writing)</p> <p>Cooperative Learning Strategies (Think-Pair-Share)</p> <p>Individual Reading Conferences</p> <p>Interactive Read Alouds</p> <p>Reading workshops with literary themes</p>

* use context clues to determine the meaning of a word or phrase		Mini-lessons on daily targets
*use affixes and inflection as a clue to the meaning of a word		

Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices 	
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs 	
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud 	

	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices
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Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections	
<p>STEAM- using chromebooks and typing skills students will publish an opinion writing piece</p> <p>Physical education - students will write an opinion piece on what is their favorite sport to play.</p> <p>Art- students will create an illustration to support their opinion writing piece that they have published.</p>	

21st Century Skills, Technology, Career Education

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- Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: First Grade

UNIT TITLE: Reading and Writing with Independence

LENGTH OF STUDY: 6-8 weeks

START OF UNIT: March

END OF UNIT: June

Core Ideas

Strengthen skills to gain independence in reading and writing.
Identify the central message in text.
Describe setting, characters and events in text, using illustrations to support.
Read informational text and identify the main idea.
Use text evidence, illustrations and features to gather supporting details in informational text.
To support comprehension students will read with fluency and accuracy.
Write the three major types of text (narrative, opinion and informative).
Use writing techniques to prove different writing types and purposes.
Participate in elaborate conversations with grade level partners.
Strengthen proper standards in grammar for reading and writing.

Materials

Wilson Fundation Learning Kit Read Aloud books
Leveled books Chromebook with PowerPoint software
Word Wall

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> *identify key details in a text *stories and poems use words that describe feelings *stories and poems use words to describe what we can see, hear, smell, taste, or feel *identify words and phrases that describe feelings *identify words and phrases that describe what we can see, hear, smell, taste, or feel *identify the main topic of a text *describe the connection between two individuals in a text *describe the connection between two events in a text *describe the connection between two ideas in a text *describe the connection between two pieces of information in a text *we can use details in a text to describe its key ideas *writing can give information, or explain how to do something, by naming a topic and stating facts about the topic *build on others' ideas by responding to comments *talk with many different people about first grade topics and texts *capitalize names and dates of people *use end punctuation for sentences when we 	<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas</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> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize dates and names of people</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>B. Use end punctuation for sentences</p>	<p>Wilson Foundations Daily Lessons</p> <p>Use graphic organizers to separate information found in text.</p> <p>Engage in silent independent reading for specific purposes on students' appropriate level.</p> <p>Create an informational slideshow, stating a topic with 3 supporting details or facts. Students will incorporate illustrations or images to support those details.</p> <p>Modeling (Think Alouds, Shared Writing)</p> <p>Cooperative Learning Strategies</p> <p>(Think-Pair-Share)</p>

<p>write</p> <p>*sort words into categories to understand the concepts of the categories</p> <p>*define words by category and by one or more key traits</p> <p>*figurative language, word relationships and nuances contribute to the meaning of a text</p> <p>*with guidance and support, demonstrate an understanding of figurative language, the relationships and differences in words and their meanings</p> <p>*identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>*conjunctions signal simple relationships</p> <p>*use words and phrases we have learned through conversations, reading and being read to, and when responding to texts, including common conjunctions</p>	<p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <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>	<p>Individual Reading</p> <p>Conferences</p> <p>Interactive Read Alouds</p> <p>Reading</p> <p>Workshops with</p> <p>literary themes</p> <p>Mini-lessons on</p> <p>daily targets</p>
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Accommodations and Modifications	
<p>Special Education</p>	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map

English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> ● Performance Tasks

- Projects

Interdisciplinary Connections

Social Studies- reading informational text on subjects dealing with social studies topics
 Science- reading informational text on subjects dealing with science topics
 STEAM- create a powerpoint that provides details provided by informational text

21st Century Skills, Technology, Career Education

Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills

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- Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: 2nd Grade

UNIT TITLE: Reading and Writing Narratives (Part A)

Marking Period- 6 weeks (Marking Period 1)

START OF UNIT: September

END OF UNIT: November

Core Ideas

Engage in meaningful reading and writing of fiction and nonfiction texts.
Begin to question information found in text.
Be able to identify the meaning of text using its given format.
Instructional focus on phonics, expression and accuracy.
Connecting the text structure to the meaning.
Narrative writing will begin to connect comprehension of text and student background knowledge.
Participate in small and large group discussions to build classroom norms and develop ideas.
Listen and participate in group discussions understanding different ideas shared.
Independently read literary and informational text.
Develop and perform a sequence of dance moves to a familiar song.
Choreographers use a variety of sources for movement and artistic expression.

Materials

Fictional text Big Books Informational Text
Response Journals Graphic Organizers Writing Prompts

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>*ask questions, such as who, what where, when, why and how to demonstrate understanding of key details in a text describe how the beginning introduces the story</p> <p>*describe how each story event builds on earlier sections</p> <p>*identify how each part of the story builds from beginning to end the purpose of reading is to understand stories and poetry at grade level or above, with scaffolding as needed</p> <p>*independently read and comprehend literature, including stories and poetry, at grade level</p> <p>*decode regularly spelled two-syllable words with long vowels</p> <p>*recognize and read grade appropriate irregularly spelled words</p> <p>*it is important to read grade-level text accurately and fluently to help us understand what we are reading</p> <p>*read grade-level text orally with accuracy, appropriate rate, and expression</p> <p>*use context to confirm or self-correct word recognition, rereading as necessary</p> <p>*it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading</p>	<p>RL.2.1. Ask and answer such questions as where, when, why, and how who, what to demonstrate understanding of key details in a text.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RL.2.10 Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.</p> <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. Decode regularly spelled two-syllable words with long vowels.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding. Read grade-level text with purpose and understanding.</p> <p>B. Read, grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Wilson Foundations DAily Lessons</p> <p>Use graphic organizers to separate information found in text.</p> <p>Engage in silent independent reading for specific purposes on students' appropriate level.</p> <p>Modeling (Think Alouds, Shared Writing)</p> <p>Cooperative Learning Strategies (Think-Pair-Share)</p> <p>Individual Reading Conferences</p> <p>Interactive Read Alouds</p> <p>Reading Workshops with literary themes</p> <p>Mini-lessons on daily targets</p> <p>Daily grammar/sentence structure corrections</p> <p>Novel Read Aloud</p> <p>Informational Read Aloud</p> <p>Use music and dance in morning meetings to encourage artistic expression.</p>

<p>*determine or clarify the meaning of unknown and multiple meaning words and phrases in grade 2 reading and content choosing from various strategies</p> <p>*use of context clues in the sentence to determine the meaning of a word or phrase</p> <p>*use known words to predict the meaning of compound words</p>	<p>B. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf. notebook, bookmark).</p> <p>1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g. music, imagery, objects) and suggest additional sources for movement ideas.</p> <p>1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.</p> <p>1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally</p>	<p>Create a sequence of movements or dance for “Itsy Bitsy Spider”</p>
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Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept

	<ul style="list-style-type: none"> • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections	
<p>Social Studies - Students will read several different informational texts on a historical figure in order to create a five part slideshow.</p> <p>Music - Students will create a song that tells a fictional story.</p> <p>Art - Students will draw, paint or color a picture from a story by using just the text for description.</p>	

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- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: 2nd Grade

UNIT TITLE: Reading and Writing Narratives (Part B)

LENGTH OF STUDY: 6 weeks (Marking Period 1)

START OF UNIT: September

END OF UNIT: November

Core Ideas

Engage in meaningful reading and writing of fiction and nonfiction texts.
Begin to question information found in text.
Be able to identify the meaning of text using its given format.
Instructional focus on phonics, expression and accuracy.
Connecting the text structure to the meaning.
Narrative writing will begin to connect comprehension of text and student background knowledge.
Participate in small and large group discussions to build classroom norms and develop ideas.
Listen and participate in group discussions understanding different ideas shared.
Independently read literary and informational text.
Understand how the body moves, bends and stretches through breathing and strength

Materials

Fictional text Big Books Informational Text
Response Journals Graphic Organizers Writing Prompts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<p>*participate in conversations with different partners about 2nd grade topics and texts in small and large groups with peers and adults</p> <p>*follow agreed-upon norms for discussions</p> <p>*actively listen and respond to others' remarks</p> <p>*build on others' talk in conversations by linking their comments to the topic.</p> <p>*ask questions to gain comprehension about the topic and text under discussion</p> <p>*asking and answering questions helps me deepen my understanding of a topic.</p> <p>*ask and answer questions about information heard to check for understanding, deepen comprehension, and gather more information about a topic or issue</p> <p>*We speak in logical and coherent sentences, so others can hear and understand us.</p> <p>*Orally express facts of a story using descriptive details in logical and coherent sentences</p> <p>*we can clarify our thinning by speaking in complete sentences.</p> <p>*speak in complete sentences when asked to provide additional details or clarification</p> <p>*there are both formal and informal uses of English</p>	<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading or listening. Compare formal and informal uses of English.</p> <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p>W.2.3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe</p>	<p>Daily quick writing prompts.</p> <p>Would you rather?... small group discussions.</p> <p>Use graphic organizers to separate information found in text</p> <p>Engage in formal and informal conversation starters with classmates</p> <p>Modeling (Think Alouds, Shared Writing)</p> <p>Cooperative Learning Strategies (Think-Pair-Share)</p> <p>Individual Reading Conferences</p> <p>Interactive Read Alouds</p> <p>Reading Workshops with literary themes</p> <p>Mini-lessons on daily targets</p> <p>Daily grammar/sentence structure corrections</p> <p>Novel Read Aloud</p> <p>Informational Read Aloud</p> <p>Complete a daily yoga routine in morning meetings that include</p>

<p>*use what we know about the English language and its conventions when writing, speaking, reading, or listening</p> <p>*include adjectives and adverbs when responding to texts</p> <p>*adjectives and adverbs are used to describe other words.</p> <p>*used words and phrases we have learned through conversations, being read to, and reading</p> <p>*narrative writing describes events by including details about actions, thoughts, and feelings</p> <p>*write narratives in which we recount a well-elaborated event or short sequence of events</p> <p>*include details to describe actions, thoughts, and feelings</p> <p>*end a narrative by providing a sense of closure</p> <p>*with guidance and support from adults and through collaboration with peers, digital tools can help us produce and publish writing.</p> <p>*use a variety of digital tools</p> <p>*produce writing with guidance and support from adults and collaboration with peers</p> <p>*publish writing with guidance and support from adults and collaboration with peers</p> <p>*use collective nouns when writing or speaking</p> <p>*form and use frequently occurring irregular plural nouns.</p>	<p>actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns (e.g., group).</p> <p>B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize holidays, product names, and geographic names.</p> <p>B. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</p> <p>1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.</p> <p>1.1.2.Pr5e. Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g. bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g. breath control, body part initiations, body sequencing).</p>	<p>breathing exercise and proper body movement.</p>
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*capitalize holidays, product names, and geographic names when writing *digital resources, including beginning dictionaries, as needed to check and correct spellings.		
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Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
English Language Learners	<ul style="list-style-type: none"> ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices 	
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs 	
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary 	

	<ul style="list-style-type: none"> • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices
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Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections	
<p>Social Studies- Students will present an informational slideshow on a historical figure to the class.</p> <p>Music- Students will work in a small group to create a song that tells a fictional story and as a group present it to the class.</p> <p>Art- Students will draw, paint or color a picture from a story by using just the text for description and then describe the picture to the class.</p>	

21st Century Skills, Technology, Career Education

Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: 2nd Grade

UNIT TITLE: Reading and Writing Informational Text

Marking Period- 6 weeks Marking Period 2

START OF UNIT: November

END OF UNIT: January

Core Ideas

Identify the main idea in informational texts.
Effectively identify the features in texts to read more efficiently.
Apply phonics and skills in decoding new words and applying that knowledge to the meaning. Introduce opinion and informational writing.
Using evidence and facts, writers will give information on a topic or "how to do" something. Self-reflect, revise and edit written pieces.
How dance connects with different cultures and communities.

Materials

Informational texts
Writing prompts
Wilson Foundations
Kit Leveled
Readers

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<p>*texts have structure (beginning, middle, and end) and how the parts relate to each other</p> <p>*describe how the events of a story lead to a conclusion</p> <p>*ask questions, such as who, what, where, when, why and how to demonstrate understanding of key details in a text</p> <p>*answer questions related to who, what, where, when, why and how to demonstrate understanding of key details in a text</p> <p>*use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in text in an organized way</p> <p>*we are learning to determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area</p> <p>*identify the main purpose of a text</p> <p>*identify what the author wants the reader to answer, explain, or describe</p> <p>*independently read and comprehend second grade history/social studies text with scaffolding as needed</p> <p>*independently read and comprehend second grade science text with scaffolding as needed</p>	<p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for common vowel teams.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Create a shared research project on a specific historical figure in a small group. Students will read several articles on the person and come up with two interesting facts each. They will prepare and present findings to the class.</p> <p>Daily Figurative Language (worksheets/games/hunts, etc.)</p> <p>Small Group Reading Instruction Wilson</p> <p>Foundations Daily Lessons</p> <p>Use graphic organizers to separate information found in text.</p> <p>Engage in silent independent reading for specific purposes on students' appropriate level.</p> <p>Modeling (Think Alouds, Shared Writing)</p> <p>Cooperative Learning Strategies (Think-Pair-Share)</p> <p>Individual Reading Conferences</p> <p>Interactive Read Alouds</p> <p>Reading Workshops with literary themes</p>

<p>*independently read and comprehend second grade technical texts with scaffolding as needed</p> <p>*there are grade-level skills we can apply to decode words</p> <p>*there are spelling-sound patterns for common vowel teams</p> <p>*use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>*figurative language, word relationships and nuances contribute to the meaning of a text</p> <p>*demonstrate understanding of figurative language, word relationships and nuances in word meanings</p> <p>*identify real-life connections between words and their use</p> <p>*distinguish shades of meaning among closely related verbs</p> <p>*identify the main topic of a multi-paragraph text there is a different focus for specific paragraphs in multi-paragraph texts</p> <p>*explain how illustrations and images help the reader understand information in a text</p> <p>*identify words with irregular spelling-sound patterns</p> <p>*we can write to give information or explain how to do something using evidence-based facts and definitions</p>	<p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.</p> <p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.</p> <p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use adjectives and adverbs and choose between them depending on what is to be modified.</p>	<p>Mini-lessons on daily targets</p> <p>Daily grammar/sentence structure corrections</p> <p>Novel Read Aloud</p> <p>Informational Read Aloud</p> <p>Weekly Spelling Lessons/Assessment</p> <p>Dictionary Detective Activities</p> <p>Create a Classroom Weather Journal.</p> <p>Perform a choreographed routine to a familiar song.</p> <p>Research dances across several different cultures.</p> <p>Watch a video on the evolution of dance and how it connects to them, different genres and communities</p>
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- *write an introduction for the topic in an informational text
- *use evidence-based facts and definitions to support points related to the topic when writing informational texts
- *write a conclusion for an informational text
- *with guidance and support from adults and peers, writers can strengthen writing as needed through self-reflection, revising, and editing
- *focus on a topic with guidance and support from adults and peers
- *strengthen writing as needed through self-reflection with guidance and support from adults and peers
- *strengthen writing as needed through revising with guidance and support from adults and peers
- *strengthen writing as needed through and editing with guidance and support from adults and peers
- *we can participate in shared research and writing projects
- *research a topic by reading a number of books on the given topic and write about it
- *we can recall information from experiences or gather information from provided sources to answer a question
- *recall information from experiences to answer a question

B. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives.

L.2.4.Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., prefixes determine the meaning of the new word formed using knowledge of happy/unhappy, tell/retell).

1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.

1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.

1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.

1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance

1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.

1.1.2.Re7b: Observe and describe performed dance

1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed. movements from a specific genre or culture.

*gather information from provided sources to answer a question

*use adjectives and adverbs, and choose between them depending on what is to be modified

*produce, expand, and rearrange complete simple and compound sentences

*use an apostrophe to form contractions and frequently occurring possessives form contractions and frequently occurring possessives.

*Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

*Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

*Dance is perceived and analyzed to comprehend its meaning.

*Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems

	<ul style="list-style-type: none"> allow for use of pictures in science journal with dictation support create a word map
English Language Learners	<ul style="list-style-type: none"> create visual word wall with labels highlight and define important vocabulary ask yes/no questions provide sentence frames or sentence stems allow for use of pictures in science journal with dictation support create a word map
Students At-Risk of School Failure	<ul style="list-style-type: none"> Allow verbalization before writing Use audio materials when necessary Read tests aloud Restate, reword, clarify directions Re-teach concepts using small groups Provide educational “breaks” as necessary Chunking content into “digestible bites” Shorten assignments to focus on mastery concept Assignment, Project, and Assessment Modification Based on Individual Student Needs Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> Student Choice Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> Allow verbalization before writing Use audio materials when necessary Read tests aloud Restate, reword, clarify directions Re-teach concepts using small groups Provide educational “breaks” as necessary Chunking content into “digestible bites” Shorten assignments to focus on mastery concept Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> Lesson quick checks (Exit tickets) Teacher Observation
Summative	End-of-Unit, Common Assessment

Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections

Science- Record a weather journal for each day in school.

Math- Read informational text to organize data on a chart to present to class.

Art/STEAM- Create a timeline chart with images/videos/pictures to portray the sequences of events for a specific celebration.

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- Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: 2nd Grade

UNIT TITLE: Reading Multiple Texts

LENGTH OF STUDY: 8 WEEKS - marking Period 3

START OF UNIT: January

END OF UNIT: March

Core Ideas

Provide reasons why authors use words and phrases in texts. Make personal connections through texts.

Compare and contrast multiple texts. Comprehend grade level texts.

Analyze the structure and themes in fiction and nonfiction texts.

Compare different cultural texts to oneself and be able to express that with classmates. Identify common prefixes and suffixes to support the meaning of words.

Write their own personal opinion piece on a specific topic.

Materials

Leveled readers

Nonfiction and fictional texts

Wilson Foundations Kit

Writing Prompts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<p>* recount (or retell) stories, including fables and folktales from diverse cultures</p> <p>*authors purposely use specific words and phrases for different types of texts (e.g., stories, poems, songs)</p> <p>*describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song</p> <p>*one story can have several versions that are written by different authors or that come from different cultures</p> <p>*there are different types of informational text</p> <p>*describe the connection between a series of historical events in a text</p> <p>*describe the connection between scientific ideas or concepts in a text</p> <p>*describe the connection between steps in technical procedures in a text</p> <p>*decode words with common prefixes</p> <p>*decode words with common suffixes</p> <p>*it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading</p> <p>*determine or clarify the meaning of unknown and multiple meaning words and phrases in grade</p>	<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different</p> <p>RI.2.2 Identify the main topic of multiparagraph text as well as the focus of specific paragraphs within the text</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to a clarify a text</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. Decode words with common prefixes and suffixes.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. addition, additional).</p> <p>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p>	<p>Use the OREO graphic organizer to create an opinion paragraph on a specific topic or book.</p> <p>Create reference posters around the classroom that include new grammar (e.g., reflexive pronouns, irregular verbs, past tense, etc.)</p> <p>Use Venn Diagram to compare and contrast multiple texts.</p> <p>Chart of prefixes and suffixes. Examples used in common words.</p> <p>Small Group Reading Instruction</p> <p>Wilson Foundations Daily Lessons</p> <p>Use graphic organizers to separate information found in text.</p> <p>Engage in silent independent reading for specific purposes on students' appropriate level.</p> <p>Modeling (Think Alouds, Shared Writing)</p> <p>Cooperative Learning Strategies (Think-Pair-Share)</p> <p>Individual Reading Conferences</p> <p>Interactive Read Alouds</p>

<p>2 reading and content choosing from various strategies</p> <p>*use known root words to determine the meaning of unknown words with the same root</p> <p>*describe the logical connections the author makes in a text</p> <p>*identify the logical connections the author makes in a text</p> <p>*we can compare and contrast important points presented by two texts on the same topic</p> <p>*compare the most important points presented by two texts on the same topic</p> <p>*contrast the most important points presented by two texts on the same topic</p> <p>*opinion pieces name a topic, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion</p> <p>*introduce a topic or book</p> <p>*provide an opinion about the topic or book they are writing about</p> <p>*provide reasons that support the opinion</p> <p>*use linking words (e.g., because, and, also) to connect the opinion and reasons</p> <p>*provide a conclusion</p> <p>*use reflexive pronouns</p>	<p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p> <p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>Reading Workshops with literary themes</p> <p>Mini-lessons on daily targets</p> <p>Daily grammar/sentence structure corrections</p> <p>Novel Read Aloud</p> <p>Information Read Aloud</p>
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*form and use the past tense of frequently occurring irregular verbs		
*use an apostrophe to form contractions and frequently occurring possessive		

Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support ● create a word map 	
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Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices 	
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs 	
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud 	

	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices
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Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections
<p>STEAM- Create a presentation featuring an opinion piece on a specific topic. Music- Identify alliteration, beat and rhythm in songs/poems</p> <p>Social Studies- Read several different stories from different cultures and homes. Compare and contrast the characters, setting and plot for each.</p>

21st Century Skills, Technology, Career Education
Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills
<ul style="list-style-type: none"> • Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: 2nd Grade

UNIT TITLE: Features of Literature (

LENGTH OF STUDY: 8 WEEKS - Marking Period 4

START OF UNIT: March

END OF UNIT: June

Core Ideas

Deepen knowledge of structure and features of literature.
Read various types of literary texts.
Describe the character, setting and plot in a story.
Write a personal narrative story.
Exhibit knowledge of different narrative styles.
Self-reflect, revise and edit personal and peer writing.

Materials

Leveled readers
Nonfiction and fictional texts
Wilson Foundations Kit
Writing Prompts

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<p>*determine the central message/theme, lesson, or moral of stories, including fables and folktales from diverse cultures</p> <p>*characters respond to major events and challenges in a story</p> <p>*use key details to describe how characters in a story respond to major events and challenges</p> <p>*different characters have different points of view</p> <p>*acknowledge (note) differences in the points of view of characters</p> <p>*speak in the characters' voice when reading dialogue aloud</p> <p>*words and pictures from a story help us understand a print or digital text</p> <p>*demonstrate understanding of characters in a story using the words and illustrations</p> <p>*demonstrate understanding of setting(s) in a story using the words and Illustrations</p> <p>*demonstrate understanding of plot in a story using the words and illustrations</p> <p>*narrative writing describes events by including details about actions, thoughts, and feelings</p> <p>*temporal (sequence) words show a sequence of events</p>	<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges using key details.</p> <p>RL.2.6. .Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RI.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot</p> <p>W.2.3. Write narratives in which they recount a well elaborated -event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closings of letters</p>	<p>Create story maps for each text read aloud and individually.</p> <p>Write a letter to a classmate that includes appropriate greetings and punctuation.</p> <p>Have students retell and write a personal story that includes a beginning, sequences of events and a closing.</p> <p>Research, read and discuss stories that are online by using individual chromebooks and smartboard.</p> <p>Reader's Theater</p> <p>Small Group Reading instruction</p> <p>Wilson Foundations Daily Lessons</p> <p>Use graphic organizers to separate information found in text.</p> <p>Engage in silent independent reading for specific purposes on students' appropriate level.</p> <p>Modeling (Think Alouds, Shared Writing)</p>

<p>*write narratives in which they recount a well-elaborated event or short sequence of events</p> <p>*include details to describe actions, thoughts, and feelings</p> <p>*use temporal words to signal event order</p> <p>*end a narrative by providing a sense of closure</p> <p>*identify key ideas or details from a text read aloud., information presented orally, or through other media</p> <p>*recount (retell) a text read aloud, information presented orally, or through other media</p> <p>*describe key ideas or details from a text read aloud, information presented orally, or through other media</p> <p>*through multimedia,, drawings and/or visual displays, we can provide additional details and clarify ideas, thoughts and feelings</p> <p>*include multimedia, drawings and/or visual displays when orally describing something to clarify ideas, thoughts, and feelings</p> <p>*use commas in greetings and closings of letters</p>		<p>Cooperative Learning Strategies (Think-Pair-Share) Individual Reading</p> <p>Conferences</p> <p>Interactive Read Alouds</p> <p>Reading Workshops with literary themes</p> <p>Mini-lessons on daily targets</p> <p>Daily grammar/sentence structure corrections</p> <p>Novel Read Aloud</p> <p>Information Read Aloud</p>
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Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> ● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in science journal with dictation support 	

	<ul style="list-style-type: none"> • create a word map
English Language Learners	<ul style="list-style-type: none"> • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map
Students At-Risk of School Failure	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment

Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects
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Interdisciplinary Connections

STEAM- Write a personal narrative that includes digital photos found online.

Drama- Act out a reader's theater using the proper inflection and tone for specific characters.

Social Studies- Write a letter to a historical figure being studied that includes proper greetings and punctuation.

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