

TRENTON PUBLIC SCHOOLS
First Grade Language Arts

Curriculum Framework

**CURRICULUM OFFICES – TRENTON BOARD OF EDUCATION
108 N. Clinton Avenue
3rd Floor ~ Room 301**

**Dr. Fredrick H. McDowell, Jr., Superintendent of Schools
Elizabeth DeJesus, Chief Academic Officer
Leslie Septor, Humanities Supervisor**

Adopted August 28, 2017

Mission Statement

All students will graduate with a vision for their future, motivated to learn continually and prepared to succeed in their choice of college or career.

Unit: 1 ELA
Grade Level: 1st
Timeframe: 10 weeks
Overarching Theme: We are Readers and Writers

Essential Questions

How do we become better readers?
How do we become better writers?

New Jersey Student Learning Standards (NJSLS)

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.10. With prompting and support, read **and comprehend stories** and poetry **at grade level complexity or above**.
- RI.1.1. Ask and answer questions about key details in a text.
- 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.
- RI.1.10. With prompting and support, read informational texts **at grade level complexity or above**.
- RF.1.1. Demonstrate **mastery** of the organization and basic features of print **including those listed under Kindergarten foundation skills**.
- RF.1.1. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 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**.
- RF.1.2. A. Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4. A. Read grade-level text with purpose and understanding.
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.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.
- 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.
- 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.
- SL.1.1. A. Follow agreed-upon **norms** for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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

SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

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

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

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

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

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

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

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

ELA High Frequency Words: TBD

ELA Academic Vocabulary:

Standard	SLO- WALT	Formative Assessment	Activities and Resources	Reflection
Instructional Plan				Reflection
Weeks One and Two				
			<p>Journeys Resources: <i>Back to School</i>, Big Book <i>Curious George at School</i>, Unit 1, T217 Other Suggested Resources: <i>First Day Jitters</i> by Julie Dannenberg <i>The Night Before First Grade</i> by Natasha Wing</p>	
RL.1.1 SL.1.1 SL.1.1A	<ul style="list-style-type: none"> Understand the purpose and structure of reading workshop. 	Turn and talk. Tell a partner one thing you learned about reading workshop.	Explain to students that every day they will come together and learn different things that will help them to become better readers. This is reading workshop. Tell them that there are rules for reading workshop – go over the rules for active listening. Explain the structure of reading workshop – create an anchor chart that details the structure of the reading workshop	
RL.1.1 SL.1.1 SL.1.1A	<ul style="list-style-type: none"> Understand the use of anchor charts. 	Turn and talk. Ask your partner a question about today's read aloud.	Remind students what will be taking place during the reading workshop. Direct their attention to the chart you created together that details the reading workshop. Explain that this is an anchor chart and it is to remind us of important things we need to do. Create an anchor chart together with the things you need to be an active listener	
RL.1.1 SL.1.1 SL.1.1A	<ul style="list-style-type: none"> Understand and differentiate between the roles of the speaker and the listener. 	Turn and talk. Tell a partner one thing you learned about reading workshop.	Review the rules of reading workshop/active listening. Point to the rules of active listening about eyes on the speaker and ears are listening. Explain that the person talking is the speaker and everyone else is the listener.	
RL.1.1	<ul style="list-style-type: none"> Demonstrate taking turns speaking and listening in the 	Turn and talk.	Review the rules of reading workshop/active listening. Review the roles of the speaker and	

<p>SL.1.1 SL.1.1A</p>	<p>whole group setting while interacting with a text.</p>	<p>Tell a partner one thing you learned about reading workshop.</p>	<p>the listeners. Model both roles for students within the reading of a text. Ask questions about the text and call on random students to answer.</p>						
<p>RL.1.1 SL.1.1 SL.1.1A</p>	<ul style="list-style-type: none"> Understand the use of anchor charts. 	<p>Anecdotal Notes</p>	<p>Review the rules of reading workshop/active listening. Explain that sometimes in reading workshop we will read alone and sometimes we will read with partners. There are behaviors they are responsible for when reading with a partner. Review the behaviors and place on an anchor chart. Remind students about how to use the anchor charts.</p>						
			<p>Possible Anchor Charts:</p> <table border="1" data-bbox="1209 634 1732 930"> <tr> <td>Reading Workshop</td> </tr> <tr> <td> <ul style="list-style-type: none"> Opening Meeting Mini Lesson Read Aloud Independent Reading/LEXIA/Guided Reading Groups Share Out </td> </tr> </table> <table border="1" data-bbox="1209 967 1732 1076"> <tr> <td>Active Listening</td> </tr> <tr> <td>Looks like:</td> </tr> <tr> <td>Sounds like:</td> </tr> </table>	Reading Workshop	<ul style="list-style-type: none"> Opening Meeting Mini Lesson Read Aloud Independent Reading/LEXIA/Guided Reading Groups Share Out 	Active Listening	Looks like:	Sounds like:	
Reading Workshop									
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Active Listening									
Looks like:									
Sounds like:									
			<p>Lucy Calkins Journeys Writing Writing Focus: Use the writing process to create</p> <ul style="list-style-type: none"> Informative/explanatory writing Narrative writing <p>Theme: Rules and Laws</p>						

W.1.2	<ul style="list-style-type: none"> Discern facts from opinion. 			
W.1.2	<ul style="list-style-type: none"> Introduce a topic that is well known. 			
W.1.2	<ul style="list-style-type: none"> Include some facts about a topic. 			
W.1.2	<ul style="list-style-type: none"> Write a closing statement. 			
Weeks Three and Four				
			<p>Journeys Resources: <i>What is A Pal</i>, Unit 1, T25 <i>Jack's Talent</i>, Big Book Other Suggested Resources: <i>Chrysanthemum</i> by Kevin Henkes <i>Wemberly Worried</i> by Kevin Henkes <i>Lilly's Big Day</i> by Kevin Henkes <i>Julius, the Baby of the World</i> by Kevin Henkes <i>Chester's Way</i> by Kevin Henkes</p>	
RL.1.1	<ul style="list-style-type: none"> Ask and answer questions about text while taking turns. 	<p>Turn and Talk Ask your partner one question you have about the text. Try to answer each other taking turns.</p>	<p>Review rules of active listening using the anchor chart. Explain to students that during reading workshop they are going to be learning ways to become better readers. One thing good readers do is ask and answer questions about what they are reading. Remind students that one rule that they follow in reading workshop is to take turns speaking and listening. Read text and allow students the opportunity to practice this skill.</p>	
RL.1.1	<ul style="list-style-type: none"> Use questions words to ask questions about the key details in a text. 	<p>Exit Ticket Use a question word to ask a question you have about the text we read.</p>	<p>Review rules of active listening using the anchor chart. Explain that there are certain words we use when we are asking questions. Make anchor chart together with all the question words. After creating chart, practice asking questions about the text using question words. Model for students how this would look.</p>	

RL.1.7	<ul style="list-style-type: none"> Ask and answer questions about the text using illustrations. 	<p>Partner Talk</p> <p>Explain to your partner how the illustrations helped you better understand the story.</p>	<p>Review rules of active listening using the anchor chart. Remind students that good readers ask questions about the text they are reading as well as try to answer those questions. One way we can find the answers to the questions we have about what we are reading is to use the illustrations (pictures). Model how to use an illustration to answer a question you had about what you had read. Practice with students.</p>								
			<p>Possible Anchor Chart:</p> <table border="1"> <tr> <td>Question Words</td> </tr> <tr> <td>How</td> </tr> <tr> <td>Why</td> </tr> <tr> <td>What</td> </tr> <tr> <td>Where</td> </tr> <tr> <td>When</td> </tr> <tr> <td>Who</td> </tr> </table>	Question Words	How	Why	What	Where	When	Who	
Question Words											
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			<p>Lucy Calkins</p> <p>Journeys Writing</p> <p>Writing Focus: Use the writing process to create</p> <ul style="list-style-type: none"> Informative/explanatory writing Narrative writing <p>Theme: Rules and Laws</p>								
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W.1.2	<ul style="list-style-type: none"> Include some facts about a topic. 										
W.1.2	<ul style="list-style-type: none"> Write a closing statement. 										

Week Five				
			<p>Journeys Resources: <i>Gus Takes The Train</i>, Unit 1, T409 <i>Chuck's Truck</i>, Big Book</p> <p>Other Suggested Resources: <i>Sheila Rae, the Brave</i> by Kevin Henkes <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes</p>	
RL.1.3	<ul style="list-style-type: none"> Explain and identify the characters in text. Use the illustrations in the text to explain what the characters are doing. 	<p>Exit Ticket</p> <p>Name one character from the text.</p>	<p>Review rules of active listening using the anchor chart. Tell students that when reading fiction, the people or animals in the story are the characters. Things happen to the characters in the story. Read text to students modeling how you identify the characters.</p>	
RL.1.3	<ul style="list-style-type: none"> Understand that the setting in text is where and when the story is taking place. 	<p>Partner Talk</p> <p>Talk about the setting of the story.</p>	<p>Review rules of active listening using the anchor chart. Explain that all stories have something called the setting. The setting is where and when the story is happening. Read the text and model how to identify the setting throughout. Point out how you knew the setting (where and when).</p>	
RL.1.3	<ul style="list-style-type: none"> Describe a story event using the characters names and the setting. 	<p>Anecdotal Notes</p>	<p>Review rules of active listening using the anchor chart. Use a familiar text to go through and describe the events in the story using all the character names and identifying the setting(s), both where and when. Model for students how to do this for an event and then invite students to try it using other story events.</p>	
			<p>Lucy Calkins</p> <p>Journeys Writing</p> <p>Writing Focus: Use the writing process to create</p> <ul style="list-style-type: none"> Informative/explanatory writing Narrative writing <p>Theme: Rules and Laws</p>	

W.1.3	<ul style="list-style-type: none"> Tell events in sequence. 			
W.1.3	<ul style="list-style-type: none"> Describe events using details. 			
W.1.3	<ul style="list-style-type: none"> Use sequence words to show order of events (e.g. now when, then). 			
W.1.3	<ul style="list-style-type: none"> End with a closing statement. 			
Weeks Six and Seven				
			<p>Journeys Resources: <i>Lucia's Neighborhood</i>, Unit 1, T313 <i>School Long Ago</i>, Unit 1, T252 Other Suggested Resources: <i>My Five Senses</i> by Alik <i>Fire! Fire!</i> by Gail Gibbons</p>	
RI. 1.1 RI.1.5	<ul style="list-style-type: none"> Understand that informational text is read to learn something specific. 	Sort It Students will work in teams to sort books into fiction and non-fiction piles.	Explain that informational texts are texts that are true/real and teach us more about something. Model how to distinguish between fiction and non-fiction by holding up examples of both. Think out loud to model how to tell the difference.	
RI. 1.1 RI.1.5	<ul style="list-style-type: none"> Identify the features in a non-fiction text. 	Turn and Talk Talk to your partner about text features in informational text.	Remind students about non-fiction texts (books that are real/not made up and teach us something). Explain that non-fiction texts have certain features in them that let us know they are non-fiction and help us better understand what they are teaching us. Create a chart that lists the various text features you would find in non-fiction.	
RI. 1.1 RI.1.5	<ul style="list-style-type: none"> Utilize the title of a non-fiction text to identify / restate the topic of the text. 	Turn and Talk Tell you partner the title of the read aloud. Did the title help you know what the text	Explain that the title is an important text feature in non-fiction texts. The title can tell us what the text is going to be about / what it is going to teach us. Model this using various	

		was about? Explain your answer.	non-fiction texts. Use the titles to talk about what the text is about and go on to restate the topic in your own words.						
RI. 1.1 RI.1.5	<ul style="list-style-type: none"> Understand what a key detail is and locate them in text. 	Anecdotal Notes	Explain that the important facts in non-fiction texts are the key details. The key details tell us about the main topic of the book. Use the read aloud texts to model finding key details that tell more about the topic of the text. Explain how the details provide you with more information about what you are reading. Use the text features to help find the key details.						
			Possible Anchor Chart: <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Lucia's Neighborhood</td> </tr> <tr> <td>Key Details:</td> </tr> <tr> <td>1. _____</td> </tr> <tr> <td>2. _____</td> </tr> <tr> <td>3. _____</td> </tr> </table>	Lucia's Neighborhood	Key Details:	1. _____	2. _____	3. _____	
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W.1.3	<ul style="list-style-type: none"> Use sequence words to show order of events (e.g. now when, then). 								
W.1.3	<ul style="list-style-type: none"> End with a closing statement. 								

Week Eight				
			<p>Journeys Resources <i>Storms</i>, Unit 1, T156 <i>School Long Ago</i>, Unit 1, T252 <i>City Zoo</i>, Unit 1, T444 Other Suggested Resources: <i>Horned Dinosaurs</i> by Jon Lessem <i>The Emperor's Egg</i> by Martin Jenkins</p>	
RL.1.1 RI.1.1	<ul style="list-style-type: none"> Listen to and discuss stories written by different authors to answer a question. 	Partner Talk Ask you partner a question you have about the text and try to answer the question together.	Explain that something good readers do is talk about what they are reading with others. Remind them about the rules of speaking in whole group. Read various texts and model talking about the texts with students. Pose questions about the text and answer them together.	
RL.1.5	<ul style="list-style-type: none"> Listen to, discuss, compare and contrast stories written by different authors. 	Share Out Share out how this weeks texts are similar or different	Call students over to the rug and review rules of active listening using the anchor chart. Continue discussing text with students to answer questions. Model how you can also compare and contrast the stories/texts you read to each other. Point out ways that the various texts are similar and different. Model your thinking out loud.	
			Lucy Calkins Journeys Writing Writing Focus: Use the writing process to create <ul style="list-style-type: none"> Informative/explanatory writing Narrative writing Theme: Rules and Laws	
W.1.5	<ul style="list-style-type: none"> Explain what was written when adults and peers ask questions. 			
W.1.5	<ul style="list-style-type: none"> Reflect on writing and make changes. 			
W.1.5	<ul style="list-style-type: none"> Add descriptive words and details. 			

W.1.5	<ul style="list-style-type: none"> Attempt to reorganize and correct spelling, grammar and punctuation errors. 			
Week Nine				
			<p>Journeys Resources: <i>The Big Trip</i>, Unit 4, T127 <i>The Wind and the Sun</i>, Unit 6, T164 Other Suggested Resources: <i>Alexander and the Terrible, Horrible, Very Bad</i> , <i>No Good Day</i> by Judith Viorst</p>	
	<ul style="list-style-type: none"> Understand and identify that stories are told by different people at different points in the text. 	Share Out Call on students to tell who is telling the story.	Explain that in stories we hear from different characters. Different people tell the story at different points in the text. Point of view is the perspective from which a story is told. Read portions of various texts and stop to model identifying point of view.	
	<ul style="list-style-type: none"> Identify who is speaking in the text/ telling the story at different points. 	Anecdotal Notes	Remind students that stories are told by different people at different times. Read <i>The Big Trip</i> and model identifying who is speaking at various points in the text.	
	<ul style="list-style-type: none"> Identify the different words that indicate who is telling the story at different points in the text. 	Anecdotal Notes	Read <i>The Wind and the Sun</i> . Point out that this is a play. In a play we call the different people speaking the “parts”. Reread <i>The Big Trip</i> to model for students finding the words that indicate who is telling the story at various points in the text. Explain that certain words let us know when someone is speaking.	
			<p>Lucy Calkins Journeys Writing Writing Focus: Use the writing process to create</p> <ul style="list-style-type: none"> Informative/explanatory writing Narrative writing <p>Theme: Rules and Laws</p>	
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W.1.5	<ul style="list-style-type: none"> • Attempt to reorganize and correct spelling, grammar and punctuation errors. 			
Week Ten:				
Benchmark Testing				
Summative Written Assessments				
Summative Performance Assessment				

Unit: 2 ELA
Grade Level: 1st
Timeframe: 10 weeks
Overarching Theme: We are Readers and Writers

Essential Questions

How do we become better readers?
How do we become better writers?

New Jersey Student Learning Standards (NJSLS)

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details
- RL.1.10. With prompting and support, read **and comprehend stories** and poetry **at grade level complexity or above**.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7. Use illustrations and details in a text to describe its key details.
- RI.1.10. With prompting and support, read informational texts **at grade level complexity or above**.
- RF.1.1. Demonstrate **mastery** of the organization and basic features of print **including those listed under Kindergarten foundation skills**.
- RF.1.1.A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- 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**.
- RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3.A. Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3.B. Decode regularly spelled one-syllable words.
- RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4.A. Read grade-level text with purpose and understanding.
- RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.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.

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.

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.

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

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

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

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.

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

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

SL.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

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

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

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

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

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

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

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

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

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

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

L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5.A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

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).

ELA High Frequency Words: TBD

ELA Academic Vocabulary: TBD

Standard	SLO- WALT	Formative Assessment	Activities and Resources	Reflection							
Instructional Plan											
Week One											
			Journey's Resources: <i>Night of the Wolf</i> , Unit 2, T14 <i>Jack and the Wolf</i> , Unit 2, T25 <i>The Three Little Pigs</i> , Unit 2, T62 Other Suggested Resources: <i>The Three Bears</i> by Paul Galdone <i>The Story of Ferdinand</i> by Robert Lawson								
RL.1.1 RL.1.10	<ul style="list-style-type: none"> Demonstrate an understanding of key details in text. Identify key details in text. 	Turn and Talk Ask your partner one question you have about the text. Take turns answering each other.	Review rules of active listening. Explain that key details tell us what is happening in the story. Not everything in the story is a key detail. Key details are important events or important information. Read aloud to students modeling how to identify the key details in the text. Also model how you know when something is not a key detail.								
RL.1.1 RL.1.10	<ul style="list-style-type: none"> Ask questions about key details in text to get clarification using known words. 	Exit Ticket Use a question word to ask a question you have about the text.	Review rules of active listening. Explain that there are certain words we use when we are asking questions. Model for students how this would look. Remind students that good readers ask questions about the text they are reading. We can ask questions about the key details in the text to get a better understanding of what we are reading. Model using the familiar question words to ask questions about key details in the text as you read.								
			Possible Anchor Chart: <table border="1" style="margin-left: 20px;"> <tr> <td>Question Words</td> </tr> <tr> <td>How</td> </tr> <tr> <td>Why</td> </tr> <tr> <td>What</td> </tr> <tr> <td>Where</td> </tr> <tr> <td>When</td> </tr> <tr> <td>Who</td> </tr> </table>	Question Words	How	Why	What	Where	When	Who	
Question Words											
How											
Why											
What											
Where											
When											
Who											

			<p>Lucy Calkins Journeys Writing Writing Focus: Use the writing process to create</p> <ul style="list-style-type: none"> • Informative/explanatory writing • Narrative writing <p>Theme: We are Family</p>	
W.1.2	<ul style="list-style-type: none"> • Discern facts from opinion. 			
W.1.2	<ul style="list-style-type: none"> • Introduce a topic that is well known. 			
W.1.2	<ul style="list-style-type: none"> • Include some facts about a topic. 			
W.1.2	<ul style="list-style-type: none"> • Write a closing statement. 			
Weeks Two and Three				
			<p>Journey's Resources: <i>A Cupcake Party</i>, Unit 2, T417 <i>The Dot</i>, Unit 6, T25 Other Suggested Resources: <i>The Art Lesson</i> by Tomie de Paola <i>Arthur's Tooth</i> by Marc Brown <i>Arthur's First Sleepover</i> by Marc Brown <i>Arthur Writes a Story</i> by Marc Brown</p>	
RL.1.3	<ul style="list-style-type: none"> • Identify key story details. 	<p>Share Out Call on students to identify the key story details.</p>	<p>Explain about story structure. A story has different parts. The characters are the people and animals in a story. The setting is when and where it takes place. The plot is the story events. It is the problem the characters have and how they solve it. Use the read aloud to show how to recognize the different aspects of story structure.</p>	
RL.1.3	<ul style="list-style-type: none"> • Provide a description of characters in a story using key details. 	<p>Exit Ticket Name and describe a character from the read aloud.</p>	<p>Tell students that a story map can be used to name the characters and tell what they are like. Explain that on a story map, they can also describe the characters, the place or places where the story happens, and the things that the characters do.</p>	

RL.1.3	<ul style="list-style-type: none"> Provide a description of the setting in a story using key details. 	Exit Ticket Name and describe a setting from the read aloud.	Review rules of active listening. Model using a story map to describe the parts of a story.	
RL.1.3	<ul style="list-style-type: none"> Provide a description of the major events in a story using key details. 	Share Out Call on students to identify which illustrations helped them understand the major events of the read aloud.	Explain that good readers use the illustrations to help them understand the text. The illustrations can help us understand the characters and the major events in the story by showing us what is happening in more detail. Model this skill with the read aloud story.	
			Lucy Calkins Journeys Writing Writing Focus: Use the writing process to create <ul style="list-style-type: none"> Informative/explanatory writing Narrative writing Theme: We are Family	
W.1.2	<ul style="list-style-type: none"> Discern facts from opinion. 			
W.1.2	<ul style="list-style-type: none"> Introduce a topic that is well known. 			
W.1.2	<ul style="list-style-type: none"> Include some facts about a topic. 			
W.1.2	<ul style="list-style-type: none"> Write a closing statement. 			
Week Four				
			Journeys Resources: <i>Let's Go To The Moon</i> , Unit 4, T24 <i>Mae Jemison</i> , Unit 4, T66 Other Suggested Resources: <i>There's No Place Like Space</i> by Dr. Seuss <i>Amazing Facts About Astronauts</i> by Dan Jackson	
RI.1.1 RI.1.4	<ul style="list-style-type: none"> Ask and answer questions about the key details in an informational text. 	Exit Ticket Ask a question about the text.	Explain that the important things in a story are the key details. The key details help us understand what is happening in the story. Read the story to the students stopping at certain points to model	

			how to ask questions about the text and use the key details to find the answers.	
RI.1.1 RI.1.4	<ul style="list-style-type: none"> Use the key details in text to determine the meaning of unknown words in the text. 	Share Out Call on students to identify unfamiliar words in the read aloud. Have them use key details to figure out the meaning of the words.	Explain that good readers use the key details to figure out what unfamiliar words mean. The details let us know what is going on and then we can figure out what the words mean. Use the read aloud to model this strategy.	
RI.1.1 RI.1.4	<ul style="list-style-type: none"> Use key details to determine the meaning of unknown phrases in text. 	Share Out Call on students to identify unfamiliar phrases in the read aloud. Have them use key details to figure out the meaning of the phrase.	Explain that good readers also use the key details in the text to understand unfamiliar phrases. Use the read aloud to demonstrate this strategy.	
			Lucy Calkins Journeys Writing Writing Focus: Use the writing process to create <ul style="list-style-type: none"> Informative/explanatory writing Narrative writing Theme: We are Family	
W.1.3	<ul style="list-style-type: none"> Tell events in sequence. 			
W.1.3	<ul style="list-style-type: none"> Describe events using details. 			
W.1.3	<ul style="list-style-type: none"> Use sequence words to show order of events (e.g. now when, then). 			
W.1.3	<ul style="list-style-type: none"> End with a closing statement. 			
Weeks Five and Six				
			Journeys Resources: <i>How Animals Communicate</i> , Unit 2, T123 <i>Insect Messages</i> , Unit 2, T160 <i>Drums</i> , Unit 2, T258 Other Suggested Resources:	

			<i>March of the Penguins</i> by Luc Jacquet <i>Crocodiles and Alligators</i> by N. Zimmerman <i>Thunder and Lightning</i> by Wendy Pfeffer <i>Hurricane Katrina</i> by Gail Tuchman			
	<ul style="list-style-type: none"> Identify (and understand) various text features/resources and their use. 	<p>Turn and Talk</p> <p>Identify a text feature the read aloud. Tell your partner how it helped you better understand the text.</p>	<p>Remind students that they have learned about non-fiction texts (books that are real/not made up and teach us something). Explain that these texts have certain features that let us know they are non-fiction and help us better understand what they are teaching us. We use the text features to help us describe key details in the text. Create a chart that lists the various text features found in non-fiction.</p>			
RI.1.7 RI.1.10	<ul style="list-style-type: none"> Utilize various resources in text to describe key details 	<p>Tag It</p> <p>Have students tag at least 3 text features in their non-fiction independent reading books. How did the text features help you describe the key details?</p>	<p>Remind students that text features help describe key details in text. Read aloud non-fiction texts pointing out the various text features. Model how to use them to describe key details in the text.</p>			
			<p>Possible Anchor Chart:</p> <table border="1"> <thead> <tr> <th>Non-Fiction Text Features</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Labels Headings Photographs Captions Diagrams Cross Sections Maps Close-Ups Indexes Glossaries </td> </tr> </tbody> </table>	Non-Fiction Text Features	<ul style="list-style-type: none"> Labels Headings Photographs Captions Diagrams Cross Sections Maps Close-Ups Indexes Glossaries 	
Non-Fiction Text Features						
<ul style="list-style-type: none"> Labels Headings Photographs Captions Diagrams Cross Sections Maps Close-Ups Indexes Glossaries 						
			<p>Lucy Calkins</p> <p>Journeys Writing</p> <p>Writing Focus: Use the writing process to create</p> <ul style="list-style-type: none"> Informative/explanatory writing 			

			<ul style="list-style-type: none"> Narrative writing Theme: Rules and Laws	
W.1.3	<ul style="list-style-type: none"> Tell events in sequence. 			
W.1.3	<ul style="list-style-type: none"> Describe events using details. 			
W.1.3	<ul style="list-style-type: none"> Use sequence words to show order of events (e.g. now when, then). 			
W.1.3	<ul style="list-style-type: none"> End with a closing statement. 			
Week Seven				
			Journeys Resources: <i>From Seed to Pumpkin</i> , Unit 2, T496 Other Suggested Resources: <i>A Weed is a Flower: The Story of George Washington Carver</i> by Aliko	
RI.1.6	<ul style="list-style-type: none"> Determine the difference between information gained by examining pictures and information gained from the words in the text. 	Share Out Call on students to tell what they have learned about the pumpkins. Did they learn the information from the text or from the pictures or both?	Remind students that good readers think about what they are reading. Read <i>From Seed to Pumpkin</i> , pausing on page 7. Encourage students to ask themselves what details show what the author and illustrator want you to learn about the roots of pumpkins.	
RI.1.6	<ul style="list-style-type: none"> Identify the difference between what the pictures show and what the words in the text say. 	Post It Notes Students will place their Post-It notes on the chart.	Introduce the book <i>A Weed is a Flower, The Story of George Washington Carver</i> or any other informational text. Explain that illustrations and text are both very important in books. Guide students as you read by asking them first to think about what readers can learn from the illustrations. Create a two-column chart with <i>illustrations</i> on one side and <i>text</i> on the other. As you learn something from studying the illustration or the text, write what you have learned on the chart. Continue reading 2-3 more pages of the text and have the students write what they have learned on a Post- It note and put it in the chart.	

			Use the Post-Its to guide the discussion when they are finished reading.					
			Possible Chart: <table border="1" data-bbox="1108 204 1631 423"> <thead> <tr> <th>Illustrations</th> <th>Text</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Illustrations	Text			
Illustrations	Text							
			Lucy Calkins Journeys Writing Writing Focus: Use the writing process to create <ul style="list-style-type: none"> • Informative/explanatory writing • Narrative writing Theme: We are Family					
W.1.5	<ul style="list-style-type: none"> • Explain what was written when adults and peers ask questions. 							
W.1.5	<ul style="list-style-type: none"> • Reflect on writing and make changes. 							
W.1.5	<ul style="list-style-type: none"> • Add descriptive words and details. 							
W.1.5	<ul style="list-style-type: none"> • Attempt to reorganize and correct spelling, grammar and punctuation errors. 							
Weeks Eight and Nine								
			Journeys Resources: <i>Four Seasons for Animals</i> , Unit 3, T262 <i>How Animals Communicate</i> , Unit 2, T123 <i>Seasons</i> , Unit 3, T223 Other Suggested Resources: <i>A Pair of Polar Bears: Twin Cubs Find a Home at the San Diego Zoo</i> by J. Ryder					
	<ul style="list-style-type: none"> • Understand and identify connections between 	Anecdotal Notes	Explain that good readers make connections between the events that take place in the text.					

	events in text.		That means that we can find things about the events that are the same or alike. The events are the things that happen in the text. Read the text modeling how to connect events to each other. Use chart below: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="width: 50%;">What Happened?</th> <th style="width: 50%;">Why?</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> </tr> </tbody> </table>	What Happened?	Why?			
What Happened?	Why?							
	<ul style="list-style-type: none"> Explain how events, ideas or pieces of information are linked. 	Turn and Talk Tell your partner how you think the events in the text are connected to each other. I think the events are connected in the text because _____.	Explain that good readers make connections between the ideas, or concepts, that take place in the text. That means that we can find more than one idea that is connected to other ideas. Ideas are the big concepts in the text. The events are the things that happen in the text. Read the text modeling to connect events in the text to each other.					
	<ul style="list-style-type: none"> Describe the connections between individuals in the text. 	Turn and Talk Tell your partner how the individuals in the text are connected to each other. I know these _____ are connected because _____.	Model how to describe the way individuals are connected during the rereading of text. I know these _____ are connected because _____.					
			Lucy Calkins Journeys Writing Writing Focus: Use the writing process to create <ul style="list-style-type: none"> Informative/explanatory writing Narrative writing Theme: We are Family					
W.1.5	<ul style="list-style-type: none"> Explain what was written when adults and peers ask questions. 							
W.1.5	<ul style="list-style-type: none"> Reflect on writing and make changes. 							

W.1.5	<ul style="list-style-type: none"> Add descriptive words and details. 			
W.1.5	<ul style="list-style-type: none"> Attempt to reorganize and correct spelling, grammar and punctuation errors. 			
Week Ten				
Benchmark Testing				
Summative Written Assessments				
Summative Performance Assessment				

Unit: 3 ELA
Grade Level: 1
Timeframe: 10 weeks
Overarching Theme: We are Readers and Writers

Essential Questions

How can I become a better reader?

How can I become a better writer?

New Jersey Student Learning Standards (NJSLS)

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity and above.

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

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

RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.7. Use illustrations and details in a text to describe its key details.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.10. With prompting and support, read informational texts at grade level complexity or above.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.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.

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.

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).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELA High Frequency Words: TBD

ELA Academic Vocabulary: TBD

Standard	SLO- WALT	Formative Assessment	Activities and Resources	Reflection
Instructional Plan				Reflection
Pre-assessment Baseline Diagnostic Assessments- Word Analysis Tasks: 1, 2, 5, 6 & 11				
Week One				
			Journeys Resources: Read Alouds: <i>At Home in the Ocean</i> , Unit 3, T24 <i>Water</i> , Unit 3, T62 Other Suggested Resources: <i>Ice Bear</i> by Nicola Davies <i>An Octopus is Amazing</i> by Patricia Lauber	
RI.1.9	<ul style="list-style-type: none"> Identify the similarities and differences of two texts on the same topic. 	Turn and Talk Talk to a partner to define the meaning of the words <i>compare</i> and <i>contrast</i> .	Explain that when two things have something the same about them they are similar. Compare means to notice the things that are the same. When two things are not alike they are different and you can contrast them, which is to notice their differences. Read the two texts and encourage students to use text evidence to compare and contrast the texts.	
RI.1.9	<ul style="list-style-type: none"> Identify the similarities between two texts on the same topic (compare) using the illustrations and descriptions. 	Share Out How are the two animals alike?	Reread sections of both texts. Encourage students to use text evidence to compare the polar bear from <i>Water</i> with an animal from <i>At Home in the Ocean</i> .	
RI.1.9	<ul style="list-style-type: none"> Use various points of comparison. 	Anecdotal Notes	Hold up a photo of an animal from the selections. Model how to use it to help make ideas, thoughts, and feelings about the animal clear, such as pointing out details. Explain that using a picture can make a description clearer.	
RI.1.9	<ul style="list-style-type: none"> Identify the differences between two texts on the same topic (contrast) using the illustrations and descriptions. 	Share Out How are the two animals different?	Reread sections of both texts. Encourage students to use text evidence to contrast the polar bear from <i>Water</i> with an animal from <i>At Home in the Ocean</i>	

			<p>Lucy Calkins Journeys Writing Writing Focus:</p> <ul style="list-style-type: none"> • Opinion writing • Informative/explanatory writing • Shared research writing • Routine writing <p>Theme: Economics</p>	
W.1.1	<ul style="list-style-type: none"> • Introduce topic. 			
W.1.1	<ul style="list-style-type: none"> • Express an opinion on a topic. 			
W.1.1	<ul style="list-style-type: none"> • Include a reason to support the opinion. 			
W.1.1	<ul style="list-style-type: none"> • Include closing statement or section. 			
Weeks Two and Three				
			<p>Journeys Resources: Read Alouds: <i>The Rainy Trip</i>, Unit 4 T 116 <i>The Big Trip</i>, Unit 4, T127 Other Suggested Resources: <i>Alexander and the Terrible, Horrible No Good Very Bad Day</i> by Judith Viorst <i>Mini Mia and Her Darling Uncle</i> by Pia Lindenbaum</p>	
RL.1.9	<ul style="list-style-type: none"> • Understand and identify similarities and differences. 	<p>Turn and Talk With a partner find one similarity and one difference you share. We are the same because _____. We are different because _____.</p>	<p>Explain that when two things have something the same about them they are similar. You can compare similar things, people, or adventures. Compare means to notice the things that are the same. When two things are not alike they are different. When you contrast, you notice how things are different. Have the students do the turn and talk. Share out responses. Read one of the read alouds and model how to find similarities and differences between yourself and the main character in the story.</p>	

RL.1.9	<ul style="list-style-type: none"> Identify the similarities between two characters' adventures or experiences in two texts. 	<p>Share Out</p> <p>Have students share out ways the characters or their experiences in the stories are similar.</p>	<p>Tell students that you are going to be looking for similarities between the main characters in the new read aloud and yesterdays' read aloud. Look for similarities between the characters in the two texts. Use the illustrations and descriptions to identify similarities. Identify the ways the characters have similar adventures or experiences.</p>	
RL.1.9	<ul style="list-style-type: none"> Identify the differences between two characters' adventures or experiences in two texts. 	<p>Share Out</p> <p>Have students share out ways the characters or their experiences in the stories are different.</p>	<p>Explain that you are going to be using the same texts but now you are looking for differences between the two main characters' adventures or experiences. Use the illustrations and descriptions to identify the differences. Identify the ways the characters have different adventures or experiences.</p>	
RL.1.10	<ul style="list-style-type: none"> Identify the similarities and differences between two characters' adventures or experiences in two texts. 	<p>Independent Reading</p> <p>Students will read just right texts and practice finding similarities and differences between the characters and their adventures.</p>	<p>Use the read alouds to model how to identify similarities and differences in what happened to the characters.</p>	
			<p>Lucy Calkins</p> <p>Journeys Writing</p> <p>Writing Focus:</p> <ul style="list-style-type: none"> Opinion writing Informative/explanatory writing Shared research writing Routine writing <p>Theme: Economics</p>	
W.1.2	<ul style="list-style-type: none"> Discern facts from opinion. 			
W.1.2	<ul style="list-style-type: none"> Introduce a topic that is well known. 			
W.1.2	<ul style="list-style-type: none"> Include some facts about a topic. 			

W.1.2	<ul style="list-style-type: none"> Write a closing statement. 			
Weeks Four and Five				
			<p>Journeys Resources: <i>How Leopard Got His Spots</i>, Unit 3, T122 <i>Whistle for Willie</i>, Unit 5, T223 <i>Amazing Animals</i>, Unit 5, T123 Other Suggested Resources: <i>The Snowy Day</i> by Ezra Jack Keats <i>A Chair for Peter</i> by Ezra Jack Keats</p>	
RL.1.1 RI.1.1	<ul style="list-style-type: none"> Ask and answer questions about key details in literature. 	<p>Turn and Talk Ask your partner a question about a key detail from the text. Take turns asking and answering questions.</p>	<p>Read aloud the text and model for students what a key detail is and what it does. <i>This part of the text gives us a lot of information. The most important pieces of information are the key details.</i> Model how to ask questions about the key details and how to answer them. Model identifying the central message or lesson in the text.</p>	
RL.1.2 RI.1.2	<ul style="list-style-type: none"> Identify and understand the central message/lesson in text. 	<p>Anecdotal Notes</p>	<p>Read aloud text modeling how to identify the main topic of the text. Stop and model this for the students. <i>I know that the main topic of this text is _____ because all the details are about _____.</i></p>	
RL.1.2 RI.1.2 RI.1.10	<ul style="list-style-type: none"> Retell the key details in literature or in informational text in sequential order. 	<p>Independent Reading Students will read just right texts and practice retelling the key details in sequential order.</p>	<p>Reread the text stopping to model how to retell the key details in the sequential order of the text. Explain that the word sequence means <i>in order</i> and when you are retelling the events in a story you want them to be in sequence. Use the words beginning, middle, and end.</p>	
			<p>Lucy Calkins Journeys Writing Writing Focus:</p> <ul style="list-style-type: none"> Opinion writing Informative/explanatory writing Shared research writing Routine writing <p>Theme: Economics</p>	

W.1.5	<ul style="list-style-type: none"> Respond to adults' and peers' questions and suggestions. 			
W.1.5	<ul style="list-style-type: none"> Reflect on writing and make changes. 			
W.1.5	<ul style="list-style-type: none"> Add descriptive words and details. 			
W.1.5	<ul style="list-style-type: none"> Recognize and correct spelling, grammar and punctuation errors. 			
Week Six				
			<p>Journeys Resources: <i>Owl At Home</i>, Unit 6, T505 <i>Measuring Weather</i>, Unit 6, T262 <i>The Wind and the Sun</i>, Unit 6, T164 Other Suggested Resources: <i>Gilberto and the Wind</i> by Marie Hall Ets</p>	
RL.1.1 RI.1.1	<ul style="list-style-type: none"> Ask and answer questions about the key details in an informational text. 	<p>Turn and talk. Ask your partner a question about a key detail from the text. Take turns asking and answering questions.</p>	<p>Remind students that the important things in a story are the key details. The key details help us to understand what is happening in the story so that it makes more sense to the reader. Read the story stopping at certain points to model how to ask questions about the text and use the key details to find the answers.</p>	
RL.1.4 RI.1.4	<ul style="list-style-type: none"> Use the key details in text to determine the meaning of unknown words in the text. 	<p>Share Out Call on students to identify unfamiliar words in the read aloud. Have them use key details to figure out the meaning of the words.</p>	<p>Explain that we can also use the key details to figure out what words we don't know mean. The details let us know what is going on and then we can figure out what the words mean. Model this during the read aloud.</p>	
RL.1.4 RI.1.4	<ul style="list-style-type: none"> Use key details to determine the meaning of unknown phrases in text. 	<p>Share Out Call on students to identify unfamiliar phrases in the read aloud. Have them use key details to figure out the meaning of the phrase.</p>	<p>Explain that you can also use the key details in the text to understand phrases that you don't know. Demonstrate the skill during the read aloud.</p>	
			<p>Lucy Calkins Journeys Writing</p>	

			Writing Focus: <ul style="list-style-type: none"> • Opinion writing • Informative/explanatory writing • Shared research writing • Routine writing Theme: Economics	
W.1.6	<ul style="list-style-type: none"> • Use technology to create and publish writing. 			
	<ul style="list-style-type: none"> • Use technology to collaborate with peers. 			
Week Seven				
			Journeys Resources: <i>The Dot</i> , Unit 6, T24 <i>Artists Create Art</i> , Unit 6, T64 Other Suggested Resources: <i>The Art Lesson</i> by Tomie de Paola <i>Mouse Paint</i> by Ellen Stoll Walsh <i>To be an Artist</i> by M. Ajmera & J. Ivanko	
RL.1.2 RI.1.2	<ul style="list-style-type: none"> • Understand and identify the major events in a story. 	Exit Ticket Name one major event from the read aloud.	Explain that stories are made up of events, or things that happen. Some things/events are important and some things are not. Read aloud text modeling how you identify the major events in the story.	
RL.1.2 RI.1.2	<ul style="list-style-type: none"> • Understand how the key details in the text can help describe major events. 	Turn and Talk Tell your partner what you know about an event in the story from using a key detail.	Remind students that the key details are the things that happen in the story. They tell us what is going on. We can use the key details to describe the major events in the text. Model using key details to describe the major events in a read aloud story.	
RL.1.7 RI.1.7	<ul style="list-style-type: none"> • Understand how the illustrations in the text can help describe major events, characters and setting. 	Share Out Tell what you know about an event in the story using an illustration.	Explain that there are many features in text that help us understand what we are reading. The illustrations can help us understand the major events in the story by showing us what is happening in more detail. The illustrations can also help us describe the characters and setting. Model this skill with the read aloud story.	

RL.1.7 RI.1.7	<ul style="list-style-type: none"> Use the key details and illustrations to describe major events in the text. 	Anecdotal Notes	Remind students that we can use both the key details and the illustrations to describe the major events in text. Model this using both to identify the major events in the read aloud texts.	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Opinion writing Informative/explanatory writing Shared research writing Routine writing Theme: Economics	
W.1.7	<ul style="list-style-type: none"> Understand their role in shared projects. 			
W.1.7	<ul style="list-style-type: none"> Contribute to the project from beginning to end. 			
W.1.7	<ul style="list-style-type: none"> Use graphic organizers to aid in collaboration. 			
Week Eight				
			Journeys Resources: <i>From Seed to Pumpkin</i> by Wendy Pfeffer Other Suggested Texts: <i>From Plant to Seed</i> by Gail Gibbons <i>How a Plant Grows</i> by Bobbie Kalman <i>How a Plant Grows</i> by Helen J. Jordan	
RI.1.3	<ul style="list-style-type: none"> Identify the key people, events, ideas, or information in a text. 	Partner Talk Tell your partner about a key person, event, idea, or piece of information from the read aloud.	Explain that good readers are able to identify the key people, events, ideas or information in a text. Model this during the read aloud.	
RI.1.3	<ul style="list-style-type: none"> Explain how two individuals, events, ideas or pieces of information are linked. 	Partner Talk Explain to your partner how the events of the read aloud are connected.	Explain that good readers can make connections between the ideas, or concepts, that take place in the text. That means that we can find more than one idea that is connected to other ideas. Ideas are the big concepts in the text. The events are the things that happen in	

			the text. Read the text modeling how you are able to connect events in the text to each other.	
RI.1.3	<ul style="list-style-type: none"> Explain how two individuals, events, ideas, or pieces of information are linked. 	Anecdotal Notes	Model how to describe the way that events, ideas, or information in the text are connected during the rereading of text. <i>I know these _____ are connected because _____.</i>	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Opinion writing Informative/explanatory writing Shared research writing Routine writing Theme: Economics	
W.1.8	<ul style="list-style-type: none"> Use a variety of information to answer questions. 			
W.1.8	<ul style="list-style-type: none"> Take notes on the key details of provided information. 			
W.1.8	<ul style="list-style-type: none"> Read provided information to answer questions and take notes. 			
W.1.8	<ul style="list-style-type: none"> Recall from their own background knowledge to answer research questions. 			
Week Nine				
			Journeys Resources: <i>Busy Bugs</i> , Unit 6, T364 Other Suggested Texts: <i>Scranimals</i> by Jack Prelutsky <i>Be Glad Your Nose is on Your Face</i> by Jack Prelutsky	

RL.1.10	<ul style="list-style-type: none"> Read and comprehend grade level poetry with support as needed. 	<p>Tag It</p> <p>Have students tag the rhyming words in the read aloud poem.</p>	<p>Explain that poetry uses words to help us picture things in our mind and to describe feelings. Point out that poets often use rhyme, or words with the same ending sound in poems.</p>	
RL.1.10	<ul style="list-style-type: none"> Read and comprehend grade level poetry with support as needed. 	<p>Clap It</p> <p>Have students clap along to the pattern of beats, like they would with music.</p>	<p>Explain that rhythm is a pattern of beats, like music. Reread poems aloud so they can hear the rhythm and rhyme and enjoy the images.</p>	
RL.1.4	<ul style="list-style-type: none"> Recognize feeling words and phrases in texts. 	<p>Share Out</p> <p>Have students share out the words and phrases from the poems that show feelings.</p>		
			<p>Lucy Calkins</p> <p>Journeys Writing</p> <p>Writing Focus:</p> <ul style="list-style-type: none"> Opinion writing Informative/explanatory writing Shared research writing Routine writing <p>Theme: Economics</p>	
W.1.7	<ul style="list-style-type: none"> Understand their role in the shared projects. 			
W.1.7	<ul style="list-style-type: none"> Contribute to the project from beginning to end. 			
W.1.7	<ul style="list-style-type: none"> Use graphic organizers to aid in collaboration. 			
Week 10				
Summative Written Assessments				
Unit 3 Benchmark				

Unit: 4 ELA
Grade Level: 1
Timeframe: 10 weeks
Overarching Theme: We are Readers and Writers

Essential Questions

How can I become a better reader?
How can I become a better writer?

New Jersey Student Learning Standards (NJSLS)

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level complexity and above.
- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.3. Describe the connection between two individuals, events, ideas or pieces of information in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.7. Use illustrations and details in a text to describe its key details.
- 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.
- RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10. With prompting and support, read informational texts at grade level complexity or above.
- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal order, and provide some sense of closure.
- 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.
- 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.
- 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).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

ELA High Frequency Words: TBD

ELA Academic Vocabulary: TBD

Standard	SLO- WALT	Formative Assessment	Activities and Resources	Reflection
Instructional Plan				Reflection
Pre-assessment Baseline Diagnostic Assessments- Word Analysis Tasks: 1, 2, 5, 6 & 11				
Weeks One and Two				
			Journeys Resources: Let's Go To The Moon, Unit 4, T 24 Mae Jemison, Unit 4, T 66 Other Suggested Resources: There's No Place Like Space by Dr. Seuss Amazing Facts About Astronauts by Dan Jackson	
RI.1.1 RI.1.4	<ul style="list-style-type: none"> Ask and answer questions about the key details in an informational text. 	Turn and talk. Ask your partner a question about a key detail from the text. The other partner will answer the question.	Prior to reading explain that the important things in a story are the key details. The key details help us to understand what is happening in the story so that it makes more sense to the reader. Read the story to the students stopping at certain points to model how you ask questions about the text and use the key details to find the answers.	
RI.1.1 RI.1.4	<ul style="list-style-type: none"> Use the key details in text to determine the meaning of unknown words in the text. 	Anecdotal Notes	Explain that we can also use the key details to figure out what words we don't know mean. The details let us know what is going on and then we can figure out what the words mean. Read the text to students.	
RI.1.1 RI.1.4	<ul style="list-style-type: none"> Use key details to determine the meaning of unknown phrases in text. 	Share Out Share out a phrase you learned today.	Explain that you can also use the key details in the text to understand phrases that you don't know. Reread the above texts to demonstrate the skill.	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Opinion writing Narrative writing Routine writin 	

			Theme: Unity in the Community	
W.1.1	<ul style="list-style-type: none"> Introduce topic. 			
W.1.1	<ul style="list-style-type: none"> Express an opinion on a topic. 			
W.1.1	<ul style="list-style-type: none"> Include a reason to support the opinion. 			
W.1.1	<ul style="list-style-type: none"> Include closing statement or section. 			
Week Three				
			<p>Journeys Resources: <i>Whistle for Willie</i>, Unit 5, T 223 <i>Amazing Animals</i>, Unit 5, T 123 Other Suggested Resources: <i>The Snowy Day</i> by Ezra Jack Keats <i>A Chair for Peter</i> by Ezra Jack Keats</p>	
RL.1.1 RI.1.1 RL.1.2 RI.1.2	<ul style="list-style-type: none"> Ask and answer questions about key details in informational text or literature. 	<p>Turn and Talk Ask your partner a question about a key detail from the text. The other partner will answer the question</p>	<p>Read aloud the text and model for students what a key detail is and what it does. <i>This part of the text gives us a lot of information. The most important pieces of information are the key details.</i> Model how to ask questions about the key details and how to answer them. Model identifying the central message or lesson in the text.</p>	
RL.1.1 RI.1.1 RL.1.2 RI.1.2	<ul style="list-style-type: none"> Understand and identify the main topic in informational text or literature using the key details. 	<p>Anecdotal Notes</p>	<p>Read aloud text modeling how the questions about the key details you ask yourself during reading can help you identify the main topic of the text. Stop and model this for the students. <i>I know that the main topic of this text is _____ because all the details are about _____.</i></p>	
RL.1.1 RI.1.1	<ul style="list-style-type: none"> Retell the key details in informational text or literature in sequential order. 	<p>Exit Ticket Retell the beginning, middle or end of the read aloud.</p>	<p>Reread the text stopping to model how you are able to retell the key details in the sequential order of the text. Tell them the word sequence means <i>in order</i> and when you are retelling the events in a story you want them to be in sequence. Use the words</p>	

RL.1.2			beginning, middle, and end.	
RI.1.2				
			<p>Lucy Calkins Journeys Writing Writing Focus:</p> <ul style="list-style-type: none"> • Opinion writing • Narrative writing • Routine writing <p>Theme: Unity in the Community</p>	
W.1.3	<ul style="list-style-type: none"> • Tell events in a sequence. 			
W.1.3	<ul style="list-style-type: none"> • Describe events using details. 			
W.1.3	<ul style="list-style-type: none"> • Use sequence words to show order of events. 			
W.1.3	<ul style="list-style-type: none"> • End with a closing sentence. 			
Week Four				
			<p>Journeys Resources: <i>The Dot</i>, Unit 6, T24 <i>Artists Create Art</i>, Unit 6, T64 Other Suggested Resources: <i>The Art Lesson</i> by Tomie de Paola <i>Mouse Paint</i> by Ellen Stoll Walsh <i>To be an Artist</i> by M. Ajmera & J. Ivanko</p>	
RL.1.7	<ul style="list-style-type: none"> • Use key details and the illustrations to describe the characters in a text. 	<p>Partner Talk Tell your partner how the illustrations helped you better understand the characters in the story.</p>	<p>Explain that we can use the key details to describe the characters in the text. We can also use the illustrations to help us better understand the key details and what they are telling us. Read the story while modeling how the key details help describe the characters in the text.</p>	
RL.1.7	<ul style="list-style-type: none"> • Use key details and the illustrations to describe the settings in literature text. 	<p>Partner Talk Tell your partner how the illustrations helped you</p>	<p>Explain that we can also use the key details and the illustrations to describe the settings in the text. Reread the story modeling how to use the key</p>	

		better understand the settings in the story.	details to describe the various settings in the text.	
RI.1.7	<ul style="list-style-type: none"> Use key details and the illustrations to describe the major events in the text. 	Exit Ticket Explain which key details and illustrations helped you better understand the text.	Explain that the things that happen in the story are called events. Some events are more important than others. How do we know which events are major events, the important ones? Reread the previously read texts and model for how to identify the major events in the story. Model how the key details and the illustrations help readers identify the major events in the story.	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Opinion writing Narrative writing Routine writing Theme: Unity in the Community	
W.1.5	<ul style="list-style-type: none"> Respond to adults' and peers' questions and suggestions. 			
W.1.5	<ul style="list-style-type: none"> Reflect on writing and make changes. 			
W.1.5	<ul style="list-style-type: none"> Add descriptive words and details. 			
W.1.5	<ul style="list-style-type: none"> Recognize and correct spelling, grammar and punctuation errors. 			
Weeks Five and Six				
			Journeys Resources: <i>Hi! Fly Guy</i> , Unit 6, T326 Other Suggested Resources: <i>Splat the Cay</i> by Rob Scotton <i>Bugs! Bugs! Bugs!</i> By Bob Barner <i>Bugs are Insects</i> by Anne F. Rockwell	
RL.1.9	<ul style="list-style-type: none"> Compare the adventures/experiences of characters in familiar stories. 	Turn and Talk Tell a partner about how the characters' experiences are similar. One similarity	Introduce two read alouds and explain that in these stories, the characters have many adventures. Read aloud both texts to students. Start a T chart and keep track of the characters and the things they	

		between the characters is _____.	experience. Stop periodically throughout the stories to point out how the characters' adventures are similar.	
RI.1.9	<ul style="list-style-type: none"> Contrast the adventures/experiences of characters in familiar stories. 	Turn and Talk Tell a partner about how the characters' experiences are different. One difference between the characters is _____.	Revisit the texts and model to identify how the characters' adventures are different. Record differences on the T chart.	
RI.1.9	<ul style="list-style-type: none"> Understand and explain that informational texts on the same topic can have similarities and differences. 	Exit Ticket Students will respond to this question: What is the same about both texts?	Explain that when two things have something the same about them they are similar. You can compare the facts you learn in informational texts. Compare means to notice the things that are the same. When two things are not alike they are different and you can contrast them, which is to notice what their differences are. Have the students do the turn and talk. Share out responses. Show students the two texts and point out that they are both informational and both about the same topic. Using just the title and covers you can demonstrate the differences and similarities. Read one of the texts aloud.	
RI.1.9	Identify the similarities between two texts on the same topic (compare) using the illustrations and descriptions.	Anecdotal Notes	Tell students that you are going to be looking for similarities between yesterday's text and today's new read aloud. Look for similarities between the two texts. Point out that they are both about the same topic. Use the illustrations and descriptions to identify similarities. Identify similar facts provided.	
RI.1.9	Identify the differences between two texts on the same topic (contrast) using the illustrations and descriptions.	Exit Ticket Name one way the illustrations in the two texts different. The illustrations in the two texts are different because _____.	Tell students that you are going to be using the same texts but now you are looking for differences between the two. Use the illustrations and descriptions to identify the differences.	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> Opinion writing 	

			<ul style="list-style-type: none"> • Narrative writing • Routine writing Theme: Unity in the Community	
W.1.6	<ul style="list-style-type: none"> • Use technology to create and publish writing. 			
W.1.6	<ul style="list-style-type: none"> • Use technology to collaborate with peers. 			
Week Seven				
			Journeys Resources: <i>Grow, Apples, Grow</i> , Unit 5, T368 Other Suggested Resources: <i>Apples for Everyone</i> by Jill Esbaum	
RI.1.3	<ul style="list-style-type: none"> • Identify the key people, events, ideas, or information in a text. 	Partner Talk Tell your partner about a key person, event, idea, or piece of information from the read aloud.	Explain that good readers are able to identify the key people, events, ideas or information in a text. Model this during the read aloud.	
RI.1.3	<ul style="list-style-type: none"> • Explain how two individuals, events, ideas or pieces of information are linked. 	Partner Talk Explain to your partner how the events of the read aloud are connected.	Explain that good readers can make connections between the ideas, or concepts, that take place in the text. That means that we can find more than one idea that is connected to other ideas. Ideas are the big concepts in the text. The events are the things that happen in the text. Read the text modeling how you are able to connect events in the text to each other.	
			Lucy Calkins Journeys Writing Writing Focus: <ul style="list-style-type: none"> • Opinion writing • Narrative writing • Routine writing Theme: Unity in the Community	
W.1.7	<ul style="list-style-type: none"> • Understand their role in shared projects. 			
W.1.7	<ul style="list-style-type: none"> • Contribute to the project from beginning to end. 			

W.1.7	<ul style="list-style-type: none"> Use graphic organizers to aid in collaboration. 			
Week Eight				
			<p>Journeys Resources: <i>A Tree is A Plant</i>, Unit 5, T325 Other Suggested Resources: <i>The Vegetables We Eat</i>, by Gail Gibbons</p>	
RI.1.8	<ul style="list-style-type: none"> Identify the main topic of an informational text. 	<p>Share Out Have students share out the main topic of today's informational text.</p>	<p>Point out that today's read aloud is an informational text. Remind students that this genre is about something real and contains facts. Read the text aloud stopping periodically to point out something in the text that tells you that it is informational text.</p>	
RI.1.8	<ul style="list-style-type: none"> Recognize the author's reasoning by finding support within the text. 	<p>Turn and Talk Have students tell a partner one reason an author would have for putting supporting points in their text.</p>	<p>Reread or continue the read aloud. Remind students that authors write for different reasons. Point out the reason the author wrote the text is to teach us about something in particular. While reading the text identify the supporting points in the text. Model how you know that something is a supporting point and how it supports the topic.</p>	
RI.1.8	<ul style="list-style-type: none"> Name how the information is useful. 	<p>Exit Ticket Tell one supporting point learned from today's read aloud.</p>	<p>Read the text to the students while modeling how to identify the supporting points in the text. Name some of the reasons an author has for including supporting points in the informational text. (It helps us learn more about the topic).</p>	
			<p>Lucy Calkins Journeys Writing Writing Focus:</p> <ul style="list-style-type: none"> Opinion writing Narrative writing Routine writing <p>Theme: Unity in the Community</p>	
W.1.8	<ul style="list-style-type: none"> Use a variety of information to answer questions. 			
W.1.8	<ul style="list-style-type: none"> Take notes on the key details of provided information. 			

W.1.8	<ul style="list-style-type: none"> Read provided information to answer questions and take notes. 			
W.1.8	<ul style="list-style-type: none"> Recall from their own background knowledge to answer research questions. 			
Week Nine				
			<p>Journeys Resources: <i>Pet Poems</i>, Unit 5, T264 Other Suggested Texts: <i>Behold the Bold Umbrellaphant</i> by Jack Prelutsky <i>A Pizza the Size of the Sun</i> by Jack Prelutsky</p>	
RL.1.10	<ul style="list-style-type: none"> Read and comprehend grade level poetry with support as needed. 	<p>Tag It Have students tag the rhyming words in the read aloud poem.</p>	<p>Explain that poetry uses words to help us picture things in our mind and to describe feelings. Point out that poets often use rhyme, or words with the same ending sound in poems.</p>	
RL.1.10	<ul style="list-style-type: none"> Read and comprehend grade level poetry with support as needed. 	<p>Clap It Have students clap along to the pattern of beats, like they would with music.</p>	<p>Explain that rhythm is a pattern of beats, like music. Reread poems aloud so they can hear the rhythm and rhyme and enjoy the images.</p>	
RL.1.4	<p>Recognize feeling words and phrases in texts.</p>	<p>Share Out Have students share out the words and phrases from the poems that show feelings.</p>		
			<p>Lucy Calkins Journeys Writing Writing Focus:</p> <ul style="list-style-type: none"> Opinion writing Narrative writing Routine writing <p>Theme: Unity in the Community</p>	
W.1.7	<ul style="list-style-type: none"> Understand their role in the shared projects. 			
W.1.7	<ul style="list-style-type: none"> Contribute to the project from beginning to end. 			

W.1.7	<ul style="list-style-type: none"> Use graphic organizers to aid in collaboration. 			
Week 10				
Summative Written Assessments				
Unit 4 Benchmark				
Summative Performance Assessment				
Cross-content Project-Based Assessment with Science/Social Studies (Look at what science topics are for this unit)				