



# KINDERGARTEN, 1<sup>st</sup> and 2<sup>nd</sup> GRADE ELA CURRICULUM

Middle Township Public Schools  
216 S. Main Street  
Cape May Court House, NJ 08210

Born On Date: September 2017

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## **Acknowledgements**

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## **Introduction**

This document serves to meet all requirements of curriculum as per the Middle Township Board of Education and the New Jersey Department of Education and will serve as a guide for lesson planning. Units within the curricular framework for English Language Arts are designed to be taught in the order in which they are presented. Within the units, the teachers have flexibility of what order to present the standards.

## **Course Description**

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that:

- ~Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- ~Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- ~Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- ~Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- ~Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- ~The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

## Pacing Guide

Recommended Kindergarten ELA Pacing Guide				
First Marking Period	Days 1- 45			
	September 18 days		October 20 Days	
	November 18 days			
Second Marking Period	Days 46- 90			
	November (Continued) 18 days		December 15 days	
	January 20 days			
Third Marking Period	Days 91- 135			
	February 18 days		March 21 days	
	April 16 days			
Fourth Marking Period	Days 136-180			
	April (Continued) 16 days		May 22 days	
	June 12 days			
Unit Five- Growing up				

## Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>				<u>TIMEFRAME</u>
<b>1- Nice to Meet You!</b>	<ul style="list-style-type: none"> <li>Effective readers can identify key ideas and details in a variety of texts.</li> <li>Effective writers can use pictures and dictation to narrate a single event.</li> <li>Effective learners can speak clearly.</li> <li>Effective learners understand that people participate in their communities in a variety of ways</li> </ul>	RL.K.1. RL.K.6. RL.K.10 RI.K.1. RI.K.5 RI.K.6. RI.K.10	W.K.3	SL.K.1 SL.K.6	L.K.1.	5-6 weeks
<b>2- Show and Tell</b>	<ul style="list-style-type: none"> <li>Effective readers can identify key ideas and details in a variety of texts.</li> <li>Effective writers can use pictures and dictations to express compose informative text.</li> <li>Effective learners can use nouns and verbs to produce and expand complete sentences in shared language activities.</li> <li>Effective learners can use their senses and movement to create and communicate.</li> <li>Effective learners can identify letters and produce their sounds.</li> <li>Effective learners can sort words.</li> <li>Effective learners can use words in oral sentences</li> </ul>	RL.K.2 RL.K.7 R.I. K.9 RI.K.10	W.K.1 W.K.2	SL.K.1. SL.K.4	RF.K.4 L.K.1. L.K.2. L.K.5. L.K.6. RF.K.1. RF.K.2. RF.K.3.	5-6 weeks
<b>3- Outside My Door</b>	<ul style="list-style-type: none"> <li>Effective readers can identify key ideas and details in a variety of texts.</li> <li>Effective writers can use pictures and descriptive dictation to narrate a series of events.</li> <li>Effective readers will recognize introduced high frequency words.</li> <li>Effective learners will orally use words in a complete sentence to share ideas and ask questions.</li> <li>Effective learners will understand that weather happens in</li> </ul>	RL.K.4. RL.K.3. RL.K.7. RI.K.2. RI.K.3. RI.K.7.	W.K.3	SL.K.2 SL.K.3	L.K.1. L.K.2 L.K.4	5-6 weeks

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	<p>patterns over time.</p> <ul style="list-style-type: none"> <li>• Effective learners will understand that animals use their bodies to move and make homes.</li> </ul>					
<b>4- Scientific Discoveries</b>	<ul style="list-style-type: none"> <li>• Effective readers can identify key ideas and details in a text.</li> <li>• Effective writers can use pictures and dictations to write an opinion piece.</li> <li>• Effective learners understand that scientists make discoveries.</li> </ul>	<b>RL.K.5</b> <b>RL.K.9</b>	<b>W.K.1</b> <b>W.K.5</b>	<b>SL.K.5</b>	<b>L.K.1</b> <b>L.K.5</b> <b>RF.K.2</b> <b>RF.K.3</b>	<b>5-6 weeks</b>
<b>5- Growing up</b>	<ul style="list-style-type: none"> <li>• Effective readers can summarize a story using key ideas and details.</li> <li>• Effective writers can write organized lists and use proper nouns to write invitations.</li> <li>• Effective writers can gather facts to write reports.</li> <li>• Effective learners work together to learn and grow.</li> </ul>	<b>RL.K.9</b> <b>RL.K.8</b>	<b>W.K.2</b> <b>W.K.6</b> <b>W.K.7</b> <b>W.K.8</b>	<b>SL.K.2</b>	<b>L.K.1</b> <b>L.K.5</b> <b>RF.K.2</b>	<b>5-6 weeks</b>

Content Area:	English Language Arts	Grade(s)Kindergarten
Unit Plan Title:	Unit One--Nice to Meet You!	
Overview/Rationale		
This six week unit encourages students to begin to use reading strategies while exploring several different genres. The students will retell main ideas and details of read alouds and communicate clearly with their peers. They will begin to identify letters and sounds and work on phonemic skills like rhyming and syllables. Students will use illustrations to tell a story. The literature utilized in this unit supports the NJSLS expectations that must be met by the end of fifth grade.		
Standard(s) Number and Description		
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)		
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		
RL.K.10. Actively engage in group reading activities with purpose and understanding.		
RI.K.1. With prompting and support, ask and answer questions about key details in a text.		
RI.K.5 Identify the front cover, back cover, and title page of a book.		
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.		
RI.K.10. Actively engage in group reading activities with purpose and understanding.		
Standards for Writing		
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		
Standards for Speaking and Listening		
SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
A.Follow agreed-upon norms for discussion(e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).		
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.		
Standards for Language		
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
A. Print many upper - and lowercase letters.		
B. Use frequently occurring nouns and verbs.		
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
A. Recognize and produce rhyming words.		

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B.Count, pronounce, blend, and segment syllables in spoken words.

**Technology Standard(s) Number and Description**

**Interdisciplinary Standard(s) Number and Description**

SOC. 6.1.4.a. Explain how rules and laws created by community, state and national governments protect the rights of people to help resolve conflicts and promote the common good.

SOC 6.1.4.a.cs1 Rules and laws are developed to protect people's rights and the security and welfare of society.

SOC.6.1.4.d.cs3 Personal family and community history is a source of information for individuals about the people and places around them.

SOC.6.3.4.CS3 Are aware of their relationships to people, places and resources in the local community and beyond.

HPE.2.1.2.e.1 Identify basic social and emotional needs of all people.

HPE.2.4.2.a.1 Compare and contrast different kinds of families locally and globally.

HPE.2.4.2.a.2 Distinguish the roles and responsibilities of different family members.

HPE.2.4.2.a.3 Determine the factors that contribute to healthy relationships.

**Enduring Understandings:**

***Students will understand that...***

- Effective readers can identify key ideas and details in a variety of texts.
- Effective writers can use pictures and dictation to narrate a single event.
- Effective learners can speak clearly.
- Effective learners understand that people participate in their communities in a variety of ways

***Misunderstanding Predicted. . .***

\*Identifying main idea and details

\*Speaking in complete sentences

**Essential Questions :**

How does asking and answering questions about the main idea and details help us to understand a story/text?

How can we write a story about an event?

How can we share our thoughts and ideas so that others can understand us?

How do words give meaning to objects?



How can photographs help me better understand a selection?

## 21<sup>st</sup> Century Connections

Check all that apply.			Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, and/or <b>A</b> -Assessed in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> in the box before the appropriate skill.		
21 <sup>st</sup> Century Interdisciplinary Themes			21 <sup>st</sup> Century Skills		
		Global Awareness	E, T		Critical Thinking and Problem Solving
		Environmental Literacy	E		Creativity and Innovation
	x	Health Literacy	E, T		Communication and Collaboration
	x	Civic Literacy	E,T		Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E		Initiative and Self-Direction
			E,T		Social and Cross-Cultural Skills
			E,T,A		Productivity and Accountability
			E,T		Leadership and Responsibility
			E,T,A		Information Literacy Skills
			E,T		Media Literacy Skills
			E,T		Information, Communication, and Technology (ICT) Literacy

## Career Ready Practices:

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

	E,T	CRP1. Act as a responsible and contributing citizen and employee
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E,T,A	CRP2. Apply appropriate academic and technical skills
E,T	CRP3. Attend to personal health and financial well-being
E,T	CRP4. Communicate clearly and effectively with reason
E	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
E,T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
E,T	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>	
<b><i>Students will know....</i></b> <ul style="list-style-type: none"> <li>• how to use key details from the text to identify the main idea.</li> <li>• how to identify the author and illustrator and what they do.</li> <li>• how to identify the parts of a book.</li> <li>• how to talk about a book.</li> <li>• how to dictate, draw and write a narrative.</li> <li>• how to print upper and lowercase letters.</li> <li>• how to identify nouns</li> <li>• how to express thought, feeling and ideas clearly.</li> <li>• how to hear and produce rhymes.</li> <li>• how to hear and count syllables.</li> <li>• how to recognize and use unit high frequency words</li> </ul>	<b><i>Students will be able to (do)...</i></b> <p>recognize letters.</p> <p>identify rhyming words.</p> <p>identify story structure.</p> <p>label people, places, animals and things.</p> <p>print letters.</p> <p>sort words.</p> <p>use words in oral sentences.</p> <p>ask questions and share ideas.</p>
<b>Key Vocabulary and Terms:</b>	

author, back cover, clarify, characters, front cover, graphic features, illustration, key details (who, what, where, why, when, how), monitor, predict, rhyme, spine, summarize, text, title page

High Frequency Words (I, like, the, and)

Texts Included (List in Order of Increasing Complexity)							Check Type			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational							L	I		
Structure (Check appropriate choice): ____ C/C ____ C/E ____ P/S ____ S/O __X__ D ____ N Title/Information: What Makes a Family? by Pam Munoz Ryan								X		
Structure (Check appropriate choice): ____ C/C ____ C/E __X__ P/S ____ S/O ____ D ____ N Title/Information: How do Dinosaurs go to School? Jane and Mark Teague							X			
Structure (Check appropriate choice): ____ C/C __X__ C/E ____ P/S ____ S/O ____ D ____ N Title/Information: Please, Puppy, Please by Spike Lee and Tonya Lewis Lee							X			
Structure (Check appropriate choice): __X__ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N Title/Information: Everybody Works by Shelley Rotner and Ken Kreisler								x		
Structure (Check appropriate choice): ____ C/C __X__ C/E ____ P/S ____ S/O ____ D ____ N Title/Information: The Handiest Things in the World by Andrew Clements								X		
Writing Assignments							Check Type			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research							O	E	N	R
____ Process ____ On Demand AND Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____ D __X__ N									X	

Title/Description: Personal Narrative: Draw yourself and write your name					
____ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ X_ N Title/Description: Personal Narrative: Illustrate a place and label it.				N	
____ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ X_ N Title/Description: Personal Narrative: Illustrate an object or animal and label it.				X	
____ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N Title/Description:					
____ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N Title/Description:					
Assessment Evidence:					
<b>Formative</b>  <i>Progress monitoring</i> <i>Journal Conferencing</i> <i>Response to Literature</i>		<b>Summative</b> Reading Benchmark Emerging Literacy Survey Writing Assessment Bi-Weekly Progress Monitoring Unit Comprehension Test Homework Writing Journals			
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)					
Instructional Strategies and Activities (add rows as needed) *D		<b>Consider how will the design will:</b>			
Title		Description with Modifications, number of days, etc.			
1. Letter Cards and Big Book A Journey from A to Z		Option 1: Show and discuss letter cards with students. Use A Journey from A to Z for letter of the day. Students will identify letters. Option 2: Recite the alphabet and sing alphabet song in big book. Students will recognize and match letters			

	<p>with a partner.</p> <p>Option 3: Students will play Memory Match using letter cards and practice writing letters on whiteboards.</p> <p>DIFFERENTIATION: Teacher will work with small groups during center time to accelerate the next day's letter.</p>
2. High Frequency Word Cards	<p>Option 1: Show and discuss word cards with students. (Journeys Grab and Go Additional Resources Instructional Routine 9)</p> <p>Option 2: Pass and read the word and use the word in an original sentence.</p> <p>Option 3: Cheer and chant the spelling of the word.</p> <p>Option 4: Play I Spy to find the word in the room (on the word wall)</p> <p>DIFFERENTIATION: Teacher will work in small groups to accelerate and review with struggling students.</p> <p>Teacher will work with higher level students to read high frequency words in Journeys vocabulary reader within small group setting.</p>
3. A Journey in Song and Rhymes Big Book and Journeys Flip Chart Unit 1	<p>Option 1: Read/sing the Nursery Rhymes with the students and identify/highlight rhyming words.</p> <p>Option 2: Rhyming Picture card match with a friend</p> <p>Option 3: Ball toss Make a Rhyme.</p> <p>Option 4: Cut and paste rhyming picture worksheet.</p> <p>DIFFERENTIATION: Teacher will work with small groups to practice rhyming pairs.</p> <p>Reteach.</p>
4. Writing	<p>Option 1: Projectables taught as a whole group lesson.</p> <p>Option 2: Shared writing on chart paper/Journeys Flip chart.</p> <p>Option 3: Independent Journal writing responses with Teacher Conferencing.</p> <p>DIFFERENTIATION : Reteach in small groups.</p>
5. Comprehension Skills and Strategies	<p>Option 1: Large Group instruction with teacher led discussion.</p> <p>Option 2: Partner sharing with retelling cards.</p> <p>Option 3: Journeys workbook comprehension page.</p> <p>DIFFERENTIATION: Small group instruction using Journeys leveled readers (struggling, on-level, above level)</p>
Additional General /Specific Modifications	<p>Providing step by step prompts</p> <p>Repeated practice</p> <p>Directed questioning and responses</p> <p>Individual/small group/whole group instruction</p> <p>Warm Up Activities</p> <p>Partner sharing</p> <p>Teacher Modeling</p> <p>Centers</p>

	<p><i>Graphic Organizers</i>  <i>Mini-Lessons</i>  <u><b>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</b></u></p> <p><b><i>Individualized Education Plans (IEPs):</i></b></p> <ul style="list-style-type: none"> <li>⇒ Exemplars of varied performance levels</li> <li>⇒ Multi-media presentations Consultation with ESL teachers</li> <li>⇒ Manipulatives</li> <li>⇒ Tiered/Scaffolded Lessons</li> <li>⇒ Mnemonic devices</li> <li>⇒ Visual aids</li> <li>⇒ Modeling</li> <li>⇒ Guided note-taking</li> <li>⇒ Study Guides</li> <li>⇒ Modified homework</li> <li>⇒ Differentiated pre-typed class notes and example problems</li> </ul> <p><b><i>Advanced/Gifted Students:</i></b></p> <ul style="list-style-type: none"> <li>⇒ Open-ended responses</li> <li>⇒ Curriculum Compacting</li> <li>⇒ Advanced problems to extend the critical thinking skills of advanced learner</li> <li>⇒ Supplemental reading material for independent study</li> <li>⇒ Flexible grouping</li> <li>⇒ Tiered assignments</li> </ul> <p>Topic selection by interest</p>
Resources:	
<p>Journeys Houghton Mifflin Harcourt Teacher Manual and Student Text and Workbooks  Benchmark Assessment System 1, 2nd edition for Grades K-2  by Irene Fountas and Gay Su Pinnell  Unit Comprehension Tests  Journeys Leveled Readers</p>	

Progress Monitoring Assessments

Journeys Workbook

Blackline Masters

Projectables

Letter Cards

High Frequency Cards

Flip Chart

AlphaPals

Picture Cards

[www.thinkcentral.com](http://www.thinkcentral.com)

Suggested Time Frame :

5-6 weeks

\*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	English Language Arts	Grade(s) Kindergarten
Unit Plan Title:	Unit Two-- Show and Tell	
Overview/Rationale		
This six week unit plan encourages students to use reading strategies while exploring several different genres. Students will retell stories using key details and communicate clearly with their peers. Students will begin to use nouns and verbs and ask questions. Students will continue to identify letters and sounds and work on phonemic skills like blending and segmenting sounds. The students will begin to identify high frequency words. Students will use illustrations and dictations to write. The literature utilized in this unit supports the NJSL expectations that must be met by the end of fifth grade.		
Standard(s) Number and Description		
Standards for Reading		
RL.K.2 With prompting and support, retell familiar stories, including key details (ex. who, what, where, why, when and how).		
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.)		
R.I. 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.)		

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**RI.K.10** Actively engage in group reading activities with purpose and understanding.

**Standards for Writing**

**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 . . . )

**W.K.2** Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**Standards for Speaking and Listening**

**SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

B. Continue a conversation through multiple exchanges.

**SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**Standards for Language**

**A.** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

**C.** Read high-frequency and sight words with automaticity.

**RF.K.4.** Read emergent text with one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

A. Print many upper- and lowercase letters.

B. Use frequently occurring nouns and verbs.

F. Produce and expand complete sentences in shared language activities.

**L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Capitalize the first word in a sentence and the pronoun I.

C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

**L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

**L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**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.



D. Recognize and name all upper- and lowercase letters of the alphabet.  
**RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
 C. Blend and segment onsets and rimes of single-syllable spoken words.  
**RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.  
 o-one correspondence to develop fluency and comprehension skills.  
 A. Read emergent-readers with purpose and understanding.

#### Technology Standard(s) Number and Description

#### Interdisciplinary Standard(s) Number and Description

##### Geometry K.G

A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).  
 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.  
 2. Correctly name shapes regardless of their orientations or overall size.  
 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).  
 B. Analyze, compare, create, and compose shapes.  
 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).  
 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.  
 6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”  
 K-2-ETS1-1.  
 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.  
 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

#### Enduring Understandings:

##### *Students will understand that...*

- \*Effective readers can identify key ideas and details in a variety of texts.
- \*Effective writers can use pictures and dictation to express compose informative text .
- \* Effective learners can use nouns and verbs to produce and expand complete sentences in shared language activities.
- \*Effective learners can use their senses and movement to create and communicate.

\*Effective learners can identify letters and produce their sounds.

\*Effective learners can sort words.

\*Effective learners can use words in oral sentences.

**Misunderstandings Predicted. . .**

\*Speaking in complete sentences with nouns and verbs.

\*Spelling simple words phonetically with correct letter/sound relationships.

**Essential Questions :**

How do we use our five senses to learn?

How can I learn about the characters in a story?

How can details/illustrations help me understand a selection?

How can we use letters to make words?

How do the parts of a story work together?

Why is the order in which things happen in a story important?

How do I use adjectives to write a caption?

**21<sup>st</sup> Century Connections**

Check all that apply.			Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, and/or <b>A</b> -Assessed in this unit by marking <b>E, T, A</b> in the box before the appropriate skill.		
21 <sup>st</sup> Century Interdisciplinary Themes			21 <sup>st</sup> Century Skills		
	x	Global Awareness	E,T	Critical Thinking and Problem Solving	
	x	Environmental Literacy	E	Creativity and Innovation	
	x	Health Literacy	E,T,	Communication and Collaboration	
		Civic Literacy	E,T	Flexibility and Adaptability	
		Financial, Economic , Business and Entrepreneurial Literacy	E,T	Initiative and Self-Direction	
			E,T	Social and Cross-Cultural Skills	
			E,T,A	Productivity and Accountability	

		E,T	Leadership and Responsibility
		E,T,A	Information Literacy Skills
		E,T	Media Literacy Skills
		E,T	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are <i>E-Encouraged</i> , <i>T-Taught</i> , or <i>A-Assessed</i> in this unit by marking <i>E, T, A</i> on the line before the appropriate skill.			
	E,T,A	CRP1. Act as a responsible and contributing citizen and employee	
	E,T,A	CRP2. Apply appropriate academic and technical skills	
	E,T	CRP3. Attend to personal health and financial well-being	
	E,T,A	CRP4. Communicate clearly and effectively with reason	
	E	CRP5. Consider the environmental, social and economic impacts of decisions	
	E	CRP6. Demonstrate creativity and innovation	
		CRP7. Employ valid and reliable research strategies	
	E,T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
	E	CRP9. Model integrity, ethical leadership, and effective management	
		CRP10. Plan education and career paths aligned to personal goals	
	E,T	CRP11. Use technology to enhance productivity	
	E,T	CRP12. Work productively in teams while using cultural global competence	
Student Learning Goals/Objectives:			
Students will know....		Students will be able to (do)...	
*how to use key details from the text to identify the main idea.		*apply the strategies and skills that readers use to think about and discuss	
*how to identify the author and illustrator and the jobs they do.		fiction and non-fiction texts.	

***\*how to describe the relationships between illustrations and the stories in which they appear.***  
***\*how to use illustrations and dictation to compose opinion pieces and informative texts.***  
***\*how to use concepts of print to follow words from left to right and top to bottom.***  
***\*how to blend and segment phonemes in words.***

***\*apply the strategies and skills that writers use to compose informative pieces.***  
***\*identify and form the letters of the alphabet.***  
***\*use frequently occurring nouns and verbs and question words.***  
***\*blend and segment sounds in words.***  
***\*recognize and use unit high frequency words.***  
***\*classify and categorize words.***  
***\*correctly use words in a complete sentence.***  
***\*identify characters and story structure.***  
***\*visualize details in a story.***  
***\*ask questions and share ideas.***  
***\*gather and record information.***  
***\*begin to use adjectives.***

#### **Key Vocabulary and Terms:**

non-fiction, fiction, realistic fiction, characters, graphic features, illustrations, key details, how, what, where, why, how, compare/contrast, analyze/evaluate, summarize, visualize, story structure, letter, segment, blend, noun, verb, adjectives, inform, caption

High Frequency Words (see, we, a, to)

<b>Texts Included (List in Order of Increasing Complexity)</b>	<b>Check Type</b>	
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>	<b>L</b>	<b>I</b>
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O <u>  x  </u> D ____ N <b>Title/Information: My Five Senses by Alik</b>		<u>  X  </u>
<b>Structure (Check appropriate choice):</b> <u>  x  </u> C/C ____ C/E ____ P/S ____ S/O ____ D ____ N <b>Title/Information: Mice Squeak We Speak by Tommy DePaola</b>	x	
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O <u>  x  </u> D ____ N <b>Title/Information: Move! by Steve Jenkins and Robin Page</b>		x
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O <u>  x  </u> D ____ N		x

<b>Title/Information:</b> What Do Wheels Do All Day? by April Jones Prince			
<b>Structure (Check appropriate choice):</b> ____ C/C ____x C/E ____ P/S ____ S/O ____ D ____ N		x	
<b>Title/Information:</b> Mouse Shapes by Ellen Stoll Walsh			
<b>Writing Assignments</b>		<b>Check Type</b>	
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order <b>D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research</b>		O	E
____ Process ____ On Demand AND Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____x__ D ____ N <b>Title/Description:</b> Draw an object and write a caption to describe it.			x
____ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____x__ D ____ N <b>Title/Description:</b> Draw an object and write a caption using adjectives for colors.			x
____ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____x__ D ____ N <b>Title/Description:</b> Draw an object and write a caption using adjectives for numbers.			x
____ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____x__ D ____ N <b>Title/Description:</b> Draw an object and write a caption using adjectives to describe size and shape.			x
<b>Assessment Evidence:</b>			
<b>Formative</b> Progress Monitoring Journal Conferencing Response to Literature		<b>Summative</b> Bi-weekly Progress monitoring Unit Comprehension Test Running Records	
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>			
<b>Instructional Strategies and Activities (add rows as needed)</b> *D <b>Title</b>	<b>Consider how will the design will:</b>  <b>Description with Modifications, number of days, etc.</b>		
1. High Frequency Word Cards	Option 1: Show and discuss word cards with students. (Journeys Grab and Go Additional Resources Instructional Routine 9) Option 2: Pass and read the word and use the word in an original sentence.		

	<p><i>Option 3: Cheer and chant the spelling of the word.</i></p> <p><i>Option 4: Play I Spy to find the word in the room (on the word wall)</i></p> <p><i>DIFFERENTIATION: Teacher will work in small groups to accelerate and review with struggling students.</i></p> <p><i>Teacher will work with higher level students to read high frequency words in Journeys vocabulary reader within small group setting.</i></p>
2. Letter Cards	<p><i>Option 1: Show and discuss letter cards with students. Students will identify letters.</i></p> <p><i>Option 2: Recite the alphabet. Students will recognize and match letters with a partner.</i></p> <p><i>Option 3: Students will play Memory Match using letter cards and practice writing letters on whiteboards.</i></p> <p><i>DIFFERENTIATION: Teacher will work with small groups during center time to accelerate the next day's letter.</i></p>
3. Journeys Flip Chart Unit 2	<p><i>Option 1: Share the pen to match picture to initial sound.</i></p> <p><i>Option 2: Use flip chart--segment words orally and have children find matching picture.</i></p> <p><i>Option 3: Share the pen to write adjectives. (word choice).</i></p> <p><i>DIFFERENTIATION: Reteach. Work in small groups with struggling learners.</i></p>
4. Writing	<p><i>Option 1: Projectables taught as a whole group lesson.</i></p> <p><i>Option 2: Shared writing on chart paper/Journeys Flip chart.</i></p> <p><i>Option 3: Independent Journal writing responses with Teacher Conferencing.</i></p> <p><i>DIFFERENTIATION : Reteach in small groups.</i></p>
5. Comprehension Skills and Strategies	<p><i>Option 1: Large Group instruction with teacher led discussion.</i></p> <p><i>Option 2: Partner sharing with retelling cards.</i></p> <p><i>Option 3: Journeys workbook comprehension page.</i></p> <p><i>DIFFERENTIATION: Small group instruction using Journeys leveled readers (struggling, on-level, above level)</i></p>
Additional General Resources	<p><i>Providing step by step prompts</i></p> <p><i>Repeated practice</i></p> <p><i>Directed questioning and responses</i></p> <p><i>Individual/small group/whole group instruction</i></p> <p><i>Warm Up Activities</i></p> <p><i>Partner sharing</i></p> <p><i>Teacher Modeling</i></p> <p><i>Centers</i></p> <p><i>Graphic Organizers</i></p> <p><i>Mini-Lessons</i></p>
Resources:	

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Journeys Houghton Mifflin Harcourt Teacher Manual and Student Text and Workbooks

Benchmark Assessment System 1, 2nd edition for Grades K-2

by Irene Fountas and Gay Su Pinnell

Unit Comprehension Tests

Journeys Leveled Readers

Progress Monitoring Assessments

Journeys Workbooks

Blackline Masters

Projectables

Letter Cards

High Frequency Cards

Flip Chart

AlphaPals

Picture Cards

[www.thinkcentral.com](http://www.thinkcentral.com)

[www.starfall.com](http://www.starfall.com)

Suggested Time Frame

5-6 weeks

\*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	English Language Arts	Grade(s) Kindergarten
Unit Plan Title:	Unit Three--Outside My Door	
Overview/Rationale		
This six week unit encourages students to use reading strategies while exploring several different genres. Students will identify main ideas and sequence of events in texts. Students will also practice the skills of understanding characters, identifying text and graphic features and analyzing story structure. Students will distinguish between different types of nouns and adjectives. Students will write personal narratives, using pictures and text to tell a story. The literature utilized in this unit supports the NJSLs that must be met by the end of fifth grade.		
Standard(s) Number and Description		
Standards for Reading		
RL.K.4. Ask and answer questions about unknown words in a text		
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.		
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)		
RI.K.2. With prompting and support, identify the main topic and retell key details of a text		
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
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).		
Standards for Writing		
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.		
Standards for Speaking and Listening		
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.		
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
Standards for Language		
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking		
B. Use frequently occurring nouns and verbs.		
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
A. Capitalize the first word in a sentence and the pronoun I.		
B. Recognize and name end punctuation.		



- C. Write a letter or letters for most consonant and short-vowel sounds(phonemes).  
 D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  
**L.K.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  
 B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

#### **Technology Standard(s) Number and Description**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

#### **Interdisciplinary Standard(s) Number and Description**

**K-ESS2-1.** Use and share observations of local weather conditions to describe patterns over time

**K-ESS2-2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

**K-ESS3-2.** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

**2.1.2.A.1** Explain what being “well” means and identify self care practices that support wellness.

#### **Enduring Understandings:**

##### ***Students will understand that...***

- Effective readers can identify key ideas and details in a variety of texts.
- Effective writers can use pictures and descriptive dictation to narrate a series of events.
- Effective readers will recognize introduced high frequency words.
- Effective learners will orally use words in a complete sentence to share ideas and ask questions.
- Effective learners will understand that weather happens in patterns over time.
- Effective learners will understand that animals use their bodies to move and make homes.

##### *Misunderstandings Predicted. . .*

- \*Blending and segmenting phonemes in words.
- \*Identifying ending sounds in words.
- \*Identifying details in a text.

#### **Essential Questions :**

How are the months of the year different?  
 Why do authors write informational text?

What clues help me figure out things the author doesn't tell me?  
 What causes events in a story to happen?  
 Why is it important to know what happens first, next and last?  
 What is the first sound I hear in a word? What is the last sound I hear in a word?  
 How can I read high frequency words?  
 How can I write a story about something that happened?

## 21<sup>st</sup> Century Connections

Check all that apply.		Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, and/or <b>A</b> -Assessed in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> in the box before the appropriate skill.	
21 <sup>st</sup> Century Interdisciplinary Themes		21 <sup>st</sup> Century Skills	
	X	E,T,A	Critical Thinking and Problem Solving
	X	E	Creativity and Innovation
	X	E,T,A	Communication and Collaboration
	x	E, T	Flexibility and Adaptability
		E,T,A	Initiative and Self-Direction
		E,T	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E,T,A	Leadership and Responsibility
		E,T	Information Literacy Skills
		E,T	Media Literacy Skills
		E,T	Information, Communication, and Technology (ICT) Literacy

## Career Ready Practices:

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

	E,T,A	CRP1. Act as a responsible and contributing citizen and employee
	E,T,A	CRP2. Apply appropriate academic and technical skills
	E,T	CRP3. Attend to personal health and financial well-being
	E,T,A	CRP4. Communicate clearly and effectively with reason
	E,T	CRP5. Consider the environmental, social and economic impacts of decisions
	E,T,A	CRP6. Demonstrate creativity and innovation
	E	CRP7. Employ valid and reliable research strategies
	E,T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E,T	CRP9. Model integrity, ethical leadership, and effective management
	E	CRP10. Plan education and career paths aligned to personal goals
	E,T	CRP11. Use technology to enhance productivity
	E,T	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>		
<b><i>Students will know....</i></b> <i>*how to use key details to identify the main idea of texts</i> <i>*how to ask questions to gather information</i> <i>*how to sequence a book</i> <i>*how to identify beginning and ending sounds of words</i> <i>*how to use adjectives to write a caption</i>		<b><i>Students will be able to (do)...</i></b> <i>*segment onset and rime</i> <i>*recognize letters</i> <i>*identify letters and sounds</i> <i>*recognize unit high frequency words</i> <i>*classify and categorize words</i> <i>*identify story structure</i> <i>*visualize details in a story</i> <i>*begin to read with correct expression and rate</i> <i>*begin to identify and use punctuation</i>

		*begin to write sentences using descriptive words *begin to form letters correctly *recognize the capital letter at the beginning of a sentence			
<b>Key Vocabulary and Terms:</b>					
phonemes, final, compare, contrast, question, monitor, clarify, author's purpose, visualize, infer, predict, cause, effect, sequence of events, analyze, evaluate, punctuation, expression, subject, verb, sentences, capitalization, punctuation, conclusions, classify, categorize,					
High Frequency Words (come, me, with, my, you, what, are, now)					
<b>Texts Included (List in Order of Increasing Complexity)</b>					<b>Check Type</b>
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>					<div>L</div> <div>I</div>
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S <u>  X  </u> S/O ____ D ____ N <b>Title/Information:</b> Jump into January A Journey around the Year by Stella Blackstone and Maria Carluccio					<div></div> <div><u>  X  </u></div>
<b>Structure (Check appropriate choice):</b> ____ C/C <u>  X  </u> C/E ____ P/S ____ S/O ____ D ____ N <b>Title/Information:</b> Snow by Manya Stojic					<div>X</div> <div></div>
<b>Structure (Check appropriate choice):</b> <u>  X  </u> C/C ____ C/E ____ P/S ____ S/O ____ D ____ N <b>Title/Information:</b> What do You Do with a Tail Like This? by Steve Jenkins and Robin Page					<div></div> <div>X</div>
<b>Structure (Check appropriate choice):</b> ____ C/C <u>  X  </u> C/E ____ P/S ____ S/O ____ D ____ N <b>Title/Information:</b> Turtle Splash A Countdown at the Pond by Cathryn Falwell					<div></div> <div>X</div>
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S <u>  X  </u> S/O ____ D ____ N <b>Title/Information:</b> What a Beautiful Sky by Wanitzia Canetti					<div></div> <div>X</div>
<b>Writing Assignments</b>					<b>Check Type</b>
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b>					<div>O</div> <div>E</div> <div>N</div> <div>R</div>

D = Description    N = Narrative    Type: O = Opinion    E = Explanatory/Informational    N = Narrative    R = Research					
___ Process    ___ On Demand    AND    Structure: ___ C/C    ___ C/E    ___ P/S <u>X</u> S/O    ___ D    ___ N Title/Description: Story sentences --independently draw and write a sentence about the subject.				x	
___ P    or    ___ OD    and    Structure: ___ C/C    ___ C/E    ___ P/S <u>x</u> S/O    ___ D    ___ N Title/Description: Story sentences--independently draw and write a sentence using a verb,				x	
___ P    or    ___ OD    and    Structure: ___ C/C    ___ C/E    ___ P/S <u>x</u> S/O    ___ D    ___ N Title/Description: Story sentences--independently draw an animal and write sentence using adjectives.				x	
<b>Assessment Evidence:</b>					
<b>Formative</b> <i>Journal Conferencing</i> <i>Response to Literature</i>			<b>Summative</b> <i>Reading Benchmark</i> <i>Bi-Weekly Progress Monitoring</i> <i>Unit Comprehension Test</i>		
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>					
<i>Instructional Strategies and Activities (add rows as needed)</i> *D <b>Title</b>		<b>Consider how will the design will:</b>  <b>Description with Modifications, number of days, etc.</b>			
1. <i>High Frequency Word Cards</i>		<i>Option 1: Show and discuss word cards with students. (Journeys Grab and Go Additional Resources Instructional Routine 9)</i> <i>Option 2: Pass and read the word and use the word in an original sentence.</i> <i>Option 3: Cheer and chant the spelling of the word.</i> <i>Option 4: Play I Spy to find the word in the room (on the word wall)</i> <i>DIFFERENTIATION: Teacher will work in small groups to accelerate and review with struggling students.</i> <i>Teacher will work with higher level students to read high frequency words in Journeys vocabulary reader within small group setting. All students will review words with their reading groups.</i>			

2. Letter Cards	<p>Option 1: Show and discuss letter cards with students. Students will identify letters. Students will match letter to picture with beginning sound.</p> <p>Option 2: Recite the alphabet. Students will recognize and match letters with a partner.</p> <p>Option 3: Students will play Memory Match using letter cards and practice writing letters on whiteboards.</p> <p>DIFFERENTIATION: Teacher will work with small groups during center time to accelerate the next day's letter.</p>
3. Journeys Flip Chart, Unit 3	<p>Option 1: Identify ending sounds and find picture that matches.</p> <p>Option 2: Identify complete/incomplete sentences. Choose correct punctuation.</p> <p>Option 3: Write descriptive sentences to narrate a story. Use adjectives for color, size, numbers and shape.</p> <p>DIFFERENTIATION: Reteach. Work in small groups with struggling learners.</p>
4. Writing	<p>Option 1: Projectables taught as a whole group lesson</p> <p>Option 2: Shared writing on chart paper/Journeys Flip chart</p> <p>Option 3: Independent Journal writing responses with Teacher Conferencing</p>
5. Comprehension Skills and Strategies	<p>Option 1: Large Group instruction with teacher led discussion</p> <p>Option 2: Partner sharing with retelling cards</p> <p>Option 3: Journeys workbook comprehension page</p> <p>DIFFERENTIATION: Small group instruction using Journeys leveled readers (struggling, on-level, above level)</p>
Additional General Resources	<p>Provide step by step prompts</p> <p>Repeated Practice</p> <p>Directed questioning and responses</p> <p>Individual/small group/whole group instruction</p> <p>Warm Up Activities</p> <p>Partner Sharing</p> <p>Teacher Modeling</p> <p>Centers</p> <p>Graphic Organizers</p> <p>Mini-Lessons</p>
Resources:	
Journeys Houghton Mifflin Harcourt Teacher Manual and Student Text and Workbooks	

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Benchmark Assessment System 1, 2nd edition for Grades K-2  
by Irene Fountas and Gay Su Pinnell

Unit Comprehension Tests  
Journeys Leveled Readers  
Progress Monitoring  
Blackline Masters  
Projectables  
Letter Cards  
High Frequency Cards

Suggested Time Frame	5-6 weeks
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\*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	English Language Arts	Grade(s) Kindergarten
Unit Plan Title:	Unit Four--Scientific Discoveries	
Overview/Rationale		
This six week unit encourages students to use reading strategies while exploring a variety of genres. The students will write their opinions and begin to use colorful, descriptive language to write messages and friendly letters.. Students will form plural nouns and begin to explore past, present and future tense verbs. Students will also identify long and short vowel sounds and segment words into beginning, middle and ending sounds. The literature utilized in this unit supports the NJSLS expectations that must be met by the end of fifth grade.		

Standard(s) Number and Description
<b>Standards for Reading</b>
<p><b>RL.K.5.</b> Recognize common types of texts (e.g., storybooks, poems).</p> <p><b>RL.K.9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</p>
<b>Standards for Writing</b>
<p><b>W.K.1.</b> 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., <i>My favorite book is...</i>)</p> <p><b>W.K.5.</b> With guidance and support from adults, strengthen writing through response and self- reflection using questions and suggestions from peers (e.g., adding details).</p>
<b>Standards for Speaking and Listening</b>
<b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.
<b>Standards for Language</b>
<p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>E. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p><b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p><b>RF.K.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>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/.)</p> <p><b>RF.K.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels</p>
<b>Technology Standard(s) Number and Description</b>
<b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Interdisciplinary Standard(s) Number and Description</b>
<p><b>LS1.C:</b> Organization for Matter and Energy Flow in Organisms</p> <p>All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and</p>



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grow. (K-LS1-1)

Plants and animals can change their environment. (K- ESS2-2)

Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)

Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3- 3)

A. Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

B. Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>3</sup>

#### **Enduring Understandings:**

##### ***Students will understand that...***

- Effective readers can identify key ideas and details in a text.
- Effective writers can use pictures and dictations to write an opinion piece.
- Effective learners understand that scientists make discoveries.

##### ***Misunderstandings Predicted. . .***

- \*Identifying long and short vowel sounds
- \*Hearing and identifying middle vowel sounds

#### **Essential Questions :**

How can I compare and contrast stories?

How can I ask questions to help me better understand a story?

How can I write my opinion?

How can I use the input of others and colorful details to make my story more interesting?

How can I write a message or friendly letter?

How can I segment a word into phonemes?

21 <sup>st</sup> Century Connections				
Check all that apply.			Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, and/or <b>A</b> -Assessed in this unit by marking <b>E, T, A</b> in the box before the appropriate skill.	
21 <sup>st</sup> Century Interdisciplinary Themes			21 <sup>st</sup> Century Skills	
	X	Global Awareness	E,T,A	Critical Thinking and Problem Solving
	X	Environmental Literacy	E,T,A	Creativity and Innovation
		Health Literacy	E,T,A	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E,T	Initiative and Self-Direction
			E,T,A	Social and Cross-Cultural Skills
			E,T,A	Productivity and Accountability
			E,T	Leadership and Responsibility
			E,T,A	Information Literacy Skills
			E,T	Media Literacy Skills
			E,T	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.				
	E,T	CRP1. Act as a responsible and contributing citizen and employee		
	E,T,A,	CRP2. Apply appropriate academic and technical skills		
	E,T	CRP3. Attend to personal health and financial well-being		

E,T,A	CRP4. Communicate clearly and effectively with reason
E,T,	CRP5. Consider the environmental, social and economic impacts of decisions
E,T	CRP6. Demonstrate creativity and innovation
E,T,A	CRP7. Employ valid and reliable research strategies
E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E,T	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E,T	CRP11. Use technology to enhance productivity
E,T,A	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>	
<b><i>Students will know....</i></b> <i>*how to summarize using key ideas and details</i> <i>*how to classify and categorize words</i> <i>*how to ask questions to confirm understanding</i> <i>*how to infer and predict</i> <i>*how to use past, present, future tense verbs</i> <i>*how to use plural nouns</i>	<b><i>Students will be able to (do)...</i></b> <i>*apply the strategies and skills that readers use to think about fiction and non-fiction texts</i> <i>*write an opinion piece</i> <i>*summarize a text</i> <i>*use figurative language</i> <i>*identify past, present and future tense verbs</i> <i>*identify middle vowel sounds</i> <i>*identify beginning and ending sounds</i> <i>* discuss how science impacts daily life</i>
<b>Key Vocabulary and Terms:</b>	
summarize, classify and categorize, organization, questions, infer, predict, proper nouns, figurative language, past tense, present tense, future tense, analyze, evaluate, cause and effect, antonyms, synonyms, conclusions, opinions, message, friendly letter, conventions, word choice  (high frequency words-is, of, how, many, so, where, find, this, but, from, came, on, will, into, your, be, that, who, go, for, here, they, soon, up)	

Texts Included (List in Order of Increasing Complexity)		Check Type			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational		L	I		
Structure (Check appropriate choice): ____ C/C ____ C/E ____ P/S ____ S/O __X__ D ____ N Title/Information: What is Science? by Rebecca Kai Dotlich		X			
Structure (Check appropriate choice): ____ C/C __X__ C/E ____ P/S ____ S/O ____ D ____ N Title/Information: From Caterpillar to Butterfly by Deborah Heiligman			X		
Structure (Check appropriate choice): ____ C/C ____ C/E ____ P/S ____ S/O __X__ D ____ N Title/Information: Atlantic by G. Brian Karas			X		
Structure (Check appropriate choice): ____ C/C __X__ C/E ____ P/S ____ S/O ____ D ____ N Title/Information: Sheep Take a Hike by Nancy Shaw		X			
Structure (Check appropriate choice): ____ C/C ____ C/E __X__ P/S ____ S/O ____ D ____ N Title/Information: Curious George’s Dinosaur Discovery by Margret & H.A. Rey		X			
Writing Assignments		Check Type			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research		O	E	N	R
____ Process ____ On Demand AND Structure: ____ C/C ____ C/E ____ P/S __X__ S/O ____ D ____ N Title/Description: Message Writing--write a message using organization to include heading, message and closing.		X			
____ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S __X__ S/O ____ D ____ N Title/Description: Thank You Note--write a Thank You note using voice.		X			

_____ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S __X__ S/O _____ D _____ N		X			
Title/Description: Friendly Letter-- write a friendly letter using the proper conventions in the greeting and closing (ie, Dear and commas)					
_____ P or _____ OD and Structure: _____ C/C _____ C/E _____ P/S _____ S/O __X__ D _____ N		X			
Title/Description: Opinion sentences-- write opinion sentences and give reasons to support opinion.					
Assessment Evidence:					
Formative Progress Monitoring Journal Conferencing Response to Literature			Summative Reading Benchmark Bi-Weekly Progress Monitoring Unit Comprehension Test		
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)					
Instructional Strategies and Activities (add rows as needed) *D		Consider how will the design will:			
Title		Description with Modifications, number of days, etc.			
1. High Frequency Word Cards		Option 1: Show and discuss word cards with students. (Journeys Grab and Go Additional Resources Instructional Routine 9). Option 2: Pass and read the word and use the word in an original sentence. Option 3: Cheer and chant the spelling of the word. Option 4: Play I Spy to find the word in the room (on the word wall) Option 5: High frequency workbook page in Journeys workbook--students write correct word into sentences. DIFFERENTIATION: Teacher will work in small groups to accelerate and review with struggling students. Teacher will work with higher level students to read high frequency words in Journeys vocabulary reader within small group setting.			
2. Letter Cards		Option 1: Show and discuss letter cards with students. Students will identify letters. Students will match letter to picture with beginning, middle or ending sound. Option 2: Students will use letter cards to make words. Option 3: Students will play Memory Match using letter cards and practice writing letters and words on whiteboards.			

	<i>DIFFERENTIATION: Teacher will work with small groups during center time to accelerate the next day's letter.</i>
3. Journeys Flip Chart, Unit 4	<i>Option 1: Choose verbs to illustrate past, present, future tense.</i> <i>Option 2: Write questions using question words.</i> <i>Option 3: Share the pen to write message, friendly letter, thank you notes.</i> <i>DIFFERENTIATION: Reteach. Work in small groups with struggling learners.</i>
4. Writing	<i>Option 1: Projectables taught as a whole group lesson.</i> <i>Option 2: Shared writing on chart paper/Journeys Flip chart.</i> <i>Option 3: Independent Journal writing responses with Teacher Conferencing.</i>
5. Comprehension Skills and Strategies	<i>Option 1: Large Group instruction with teacher led discussion.</i> <i>Option 2: Partner sharing with retelling cards.</i> <i>Option 3: Journeys workbook comprehension page.</i> <i>DIFFERENTIATION: Small group instruction using Journeys leveled readers (struggling, on-level, above level).</i>
Additional General Resources	<i>Provide step by step prompts</i> <i>Repeated Practice</i> <i>Directed questioning and responses</i> <i>Individual/small group/whole group instruction</i> <i>Warm Up Activities</i> <i>Partner Sharing</i> <i>Teacher Modeling</i> <i>Centers</i> <i>Graphic Organizers</i> <i>Mini-Lessons</i>
Resources:	
Journeys Houghton Mifflin Harcourt Teacher Manual and Student Text and Workbooks Benchmark Assessment System 1, 2nd edition for Grades K-2 by Irene Fountas and Gay Su Pinnell Unit Comprehension Tests Journeys Leveled Readers Progress Monitoring Assessments Journeys Workbooks Blackline Masters	

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Projectables

Letter Cards

High Frequency Cards

Suggested Time Frame:

5-6 weeks

*\*D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	English Language Arts	Grade(s) Kindergarten
Unit Plan Title:	Unit Five--Growing Up	
Overview/Rationale		
This six week unit encourages students to use reading strategies while exploring several different genres. The students will review all comprehension strategies such as sequence of events, comparing and contrasting, drawing conclusions, inferring and predicting and summarizing. The students will participate in informative writing, (organized lists, detailed invitations and reports). They will begin to use pronouns and proper nouns for days and months. The literature utilized in this unit supports the NJSL standards that must be met by the end of fifth grade.		
Standard(s) Number and Description		
Standards for Reading		
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.		
Standards for Writing		
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
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.		

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**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).

**W.K.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Standards for Speaking and Listening**

**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

**Standards for Language**

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

C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

**L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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

C. Blend and segment onsets and rimes of single-syllable spoken words

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**Technology Standard(s) Number and Description**

**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**Interdisciplinary Standard(s) Number and Description**

LS1.C: Organization for Matter and Energy Flow in Organisms

All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

ESS2.E: Bio geology

Plants and animals can change their environment. (K- ESS2-2)

Express needs, wants, and feelings in health- and safety-related situations.

**Enduring Understandings:**

***Students will understand that...***

- Effective readers can summarize a story using key ideas and details.



- Effective writers can write organized lists and use proper nouns to write invitations.
- Effective writers can gather facts to write reports.
- Effective learners work together to learn and grow.

### Essential Questions :

- \*How can I retell a story using key ideas and details?
- \* How can I compare and contrast stories and/or texts?
- \*How can I ask questions to help me better understand a text?
- \*How can I write informative texts? (for example, invitations, lists, reports).
- \* How can I make a plural noun?
- \* How can I use pronouns?
- \*How can I make my writing better? (using colorful language and asking for input)
- \*How can I use technology to publish my writing?

### 21<sup>st</sup> Century Connections

Check all that apply.		Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, and/or <i>A</i> -Assessed in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> in the box before the appropriate skill.	
21 <sup>st</sup> Century Interdisciplinary Themes		21 <sup>st</sup> Century Skills	
X	Global Awareness	E,T,A	Critical Thinking and Problem Solving
X	Environmental Literacy	E,T,A	Creativity and Innovation
X	Health Literacy	E,T,A	Communication and Collaboration
X	Civic Literacy	E,T	Flexibility and Adaptability
X	Financial, Economic , Business and Entrepreneurial Literacy	E,T	Initiative and Self-Direction
		E,T,A	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E,T	Leadership and Responsibility

		E,T,A	Information Literacy Skills
		E,T,A	Media Literacy Skills
		E,T	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.			
	E,T	CRP1. Act as a responsible and contributing citizen and employee	
	E,T,A	CRP2. Apply appropriate academic and technical skills	
	E,T,A	CRP3. Attend to personal health and financial well-being	
	E,T,A	CRP4. Communicate clearly and effectively with reason	
	E,T	CRP5. Consider the environmental, social and economic impacts of decisions	
	E,T	CRP6. Demonstrate creativity and innovation	
	E,T,A	CRP7. Employ valid and reliable research strategies	
	E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
	E,T,	CRP9. Model integrity, ethical leadership, and effective management	
	E,T	CRP10. Plan education and career paths aligned to personal goals	
	E,T,A	CRP11. Use technology to enhance productivity	
	E,T	CRP12. Work productively in teams while using cultural global competence	
Student Learning Goals/Objectives:			
Students will know....		Students will be able to (do)...	
*how to summarize a story/text.		* retell a story.	
*how to compare and contrast texts.		* compare and contrast characters/texts.	
*how to write informative pieces.		*write a list.	

<ul style="list-style-type: none"><li>*how to make plural nouns.</li><li>*how to use pronouns.</li><li>*how to work together.</li><li>*how to use technology to publish work.</li></ul>	<ul style="list-style-type: none"><li>*write an invitation.</li><li>*collect information and write a report.</li><li>*publish a report.</li></ul>	
Key Vocabulary and Terms:		
pronouns, infer, predict, antonyms, organization, sequence of events, analyze, evaluate, text and graphic features, punctuation, context clues, proper nouns, visualize, conclusions, capitalization, punctuation, classify and categorize, monitor, clarify, exclamations,		
High Frequency words (make, them, give, play, say, new, said, was, good, ate, then, could, she, all, over, when, her, some, he, away, must, no, by, there, down, went, very, do, only, their, help, little, saw, have, just, put, look, one, our, out, every, day, take, ask, too, off, walk, show)		
Texts Included (List in Order of Increasing Complexity)		Check Type
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational		L I
Structure (Check appropriate choice): ____ C/C ____ C/E ____X P/S ____ S/O ____ D ____ N Title/Information: Leo the Late Bloomer by Robert Krause		X
Structure (Check appropriate choice): ____ C/C ____ C/E ____ P/S __X__ S/O ____ D ____ N Title/Information: Zinnia’s Flower Garden		X
Structure (Check appropriate choice): ____ C/C __X_ C/E ____ P/S ____ S/O ____ D ____ N Title/Information: Chameleon, Chameleon by Joy Cowley		X
Structure (Check appropriate choice): ____ C/C ____ C/E ____ P/S __X__ S/O ____ D ____ N Title/Information: Pie in the Sky by Lois Ehlert		X
Structure (Check appropriate choice): ____ C/C ____ C/E ____ P/S ____ S/O __X_ D ____ N Title/Information: Zin! Zin! Zin! A Violin by Lloyd Moss		X

Writing Assignments		Check Type			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research		O	E	N	R
___X_ Process ___ On Demand AND Structure: ___ C/C ___ C/E ___ P/S ___X_ S/O ___ D ___ N Title/Description: Informative List--Students will compile an organized list of objects related to a topic.			X		
___X_ P or ___ OD and Structure: ___ C/C ___ C/E ___ P/S ___ S/O ___ D ___ N Title/Description: Informative Invitation--Students will use proper nouns for days and months to create an invitation.			X		
___X_ P or ___ OD and Structure: ___ C/C ___ C/E ___ P/S ___ S/O ___ D ___ N Title/Description: Informative Report--Students will collect information related to a topic and write a report. Students will use technology to publish report.					X
Assessment Evidence:					
<b>Formative</b> <i>Journal Conferencing</i> <i>Response to Literature</i>		<b>Summative</b> <i>Reading Benchmark</i> <i>Bi-Weekly Progress Monitoring</i> <i>Unit Comprehension Test</i>			
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)					
Instructional Strategies and Activities (add rows as needed) *D  <b>Title</b>	<b>Consider how will the design will:</b>				
1. High Frequency Word Cards	Option 1: Show and discuss word cards with students. (Journeys Grab and Go Additional Resources Instructional Routine 9).				

	<p><i>Option 2: Pass and read the word and use the word in an original sentence. Write sentences with word cards.</i></p> <p><i>Option 3: Cheer and chant the spelling of the word.</i></p> <p><i>Option 4: Play I Spy to find the word in the room (on the word wall).</i></p> <p><i>Option 5: High frequency workbook page in Journeys workbook--students write correct word into sentences.</i></p> <p><i>DIFFERENTIATION: Teacher will work in small groups to accelerate and review with struggling students.</i></p> <p><i>Teacher will work with higher level students to read high frequency words in Journeys vocabulary reader within small group setting.</i></p>
2. Letter Cards	<p><i>Option 1: Show and discuss letter cards with students. Students will identify letters. Students will match letter to picture with beginning, middle or ending sound.</i></p> <p><i>Option 2: Students will use letter cards to make words.</i></p> <p><i>Option 3: Students will play Memory Match using letter cards and practice writing letters and words on whiteboards.</i></p> <p><i>DIFFERENTIATION: Teacher will work with small groups during center time to accelerate the next day's letter.</i></p>
3. Journeys Flip Chart, Unit 5	<p><i>Option 1: Write an organized list.</i></p> <p><i>Option 2: Write an invitation using pronouns for days and months.</i></p> <p><i>Option 3: Share the pen to write an informative report.</i></p> <p><i>DIFFERENTIATION: Reteach. Work in small groups with struggling learners.</i></p>
4. Writing	<p><i>Option 1: Projectables taught as a whole group lesson.</i></p> <p><i>Option 2: Shared writing on chart paper/Journeys Flip chart.</i></p> <p><i>Option 3: Independent Journal writing responses with Teacher Conferencing.</i></p>
5. Comprehension Skills and Strategies	<p><i>Option 1: Large Group instruction with teacher led discussion.</i></p> <p><i>Option 2: Partner sharing with retelling cards.</i></p> <p><i>Option 3: Journeys workbook comprehension page.</i></p> <p><i>DIFFERENTIATION: Small group instruction using Journeys leveled readers (struggling, on-level, above level).</i></p>
Resources:	
Suggested Time Frame	5-6 weeks

\*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

### Curriculum Map- Kindergarten ELA

Kindergarten		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Reading Literature Text						
Key Ideas and Details						
<b>LA.K.RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	✓				
<b>LA.K.RL.K.2</b>	With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).		✓			
<b>LA.K.RL.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.			✓		
Craft and Structure						
<b>LA.K.RL.K.4</b>	Ask and answer questions about unknown words in a text.			✓		

<b>LA.K.RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems).				✓	
<b>LA.K.RL.K.6</b>	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	✓				
<b>Integration of Knowledge and Ideas</b>						
<b>LA.K.RL.K.7</b>	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).		✓	✓		
<b>LA.K.RL.K.8</b>	(Not applicable to literature)					
<b>LA.K.RL.K.9</b>	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		✓		✓	
<b>Range of Reading and Level of Text Complexity</b>						
<b>LA.K.RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.	✓	✓			
<b>Reading Informational Text</b>						
<b>Key Ideas and Details</b>						
<b>LA.K.RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.	✓				
<b>LA.K.RI.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.			✓		
<b>LA.K.RI.K.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.			✓		
<b>Craft and Structure</b>						
<b>LA.K.RI.K.4</b>	With prompting and support, ask and answer questions about unknown words in a text.					
<b>LA.K.RI.K.5</b>	Identify the front cover, back cover, and title page of a book.	✓				

<b>LA.K.RI.K.6</b>	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	✓				
<b>Integration of Knowledge and Ideas</b>						
<b>LA.K.RI.K.7</b>	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).			✓		
<b>LA.K.RI.K.8</b>	With prompting and support, identify the reasons an author gives to support points in a text.					✓
<b>LA.K.RI.K.9</b>	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).					✓
<b>Range of Reading and Level of Text Complexity</b>						
<b>LA.K.RI.K.10</b>	Actively engage in group reading activities with purpose and understanding	✓				
<b>Reading Foundation Skills</b>						
<b>Print Concepts</b>						
<b>LA.K.RF.K.1 (a-d)</b>	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 lowercase letters of the alphabet.		✓			
<b>Phonological Awareness</b>						



<b>LA.K.RF.K.2 (a-e)</b>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a) Recognize and produce rhyming words.</li> <li>b) Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c) Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>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/.)</li> <li>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>		✓		✓	✓
<b>Phonics and Word Recognition</b>						
<b>LA.K.RF.K.3 (a-d)</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>b) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>c) Read high-frequency and sight words with automaticity.</li> <li>d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li> </ul>		✓		✓	
<b>Fluency</b>						
<b>LA.K.RF.K.4 (a-b)</b>	<p>Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <ul style="list-style-type: none"> <li>a) Read emergent-readers with purpose and understanding.</li> <li>b) Read grade level text for purpose and understanding.</li> </ul>		✓			
<b>Writing</b>						
<b>Text Types and Purposes</b>						

<b>LA.K.W.K.1</b>	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...).		✓		✓	
<b>LA.K.W.K.2</b>	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		✓			✓
<b>LA.K.W.K.3</b>	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.	✓		✓		
<b>Production and Distribution of Writing</b>						
<b>LA.K.W.K.4</b>	(Begins in grade 3)					
<b>LA.K.W.K.5</b>	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).				✓	
<b>LA.K.W.K.6</b>	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.					✓
<b>Research to Build and Present Knowledge</b>						
<b>LA.K.W.K.7</b>	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).					✓
<b>LA.K.W.K.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question					✓
<b>LA.K.W.K.9</b>	(Begins in grade 4)					
<b>Range of Writing</b>						
<b>LA.K.W.K.10</b>	(Begins in grade 3)					
<b>Comprehension and Collaboration</b>						

<b>LA.K.SL.K.1 (a-b)</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). b) Continue a conversation through multiple exchanges.	✓				
<b>LA.K.SL.K.2</b>	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.			✓		✓
<b>LA.K.SL.K.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			✓		
<b>Presentation of Knowledge and Ideas</b>						
<b>LA.K.SL.K.4</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.		✓			
<b>LA.K.SL.K.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.				✓	
<b>LA.K.SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.	✓				
<b>Language</b>						
<b>Conventions of Standard English</b>						
<b>LA.K.L.K.1 (a-f)</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Print many upper- and lowercase letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f) Produce and expand complete sentences in shared	✓	✓	✓	✓	✓

	language activities.					
<b>LA.K.L.K.2 (a-d)</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a) Capitalize the first word in a sentence and the pronoun I.</li> <li>b) Recognize and name end punctuation.</li> <li>c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships</li> </ul>		✓	✓		
<b>Knowledge of Language</b>						
<b>LA.K.L.K.3</b>	(Begins in grade 2)					
<b>Vocabulary Acquisition and Use</b>						
<b>LA.K.L.K.4 (a-b)</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> <li>a) Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>b) Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</li> </ul>			✓		

<b>LA.K.L.K.5 (a-d)</b>	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c) Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>d) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ul>		✓		✓	✓
<b>LA.K.L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		✓			



# 1<sup>st</sup> GRADE ELA CURRICULUM

Middle Township Public School  
216 S. Main Street  
Cape May Court House, NJ 08210

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### **Introduction**

This document serves to meet all requirements of curriculum as per the Middle Township Board of Education and the New Jersey Department of Education and will serve as a guide for lesson planning. Units within the curricular framework for English Language Arts are designed to be taught in the order in which they are presented. Within the units, the teachers have flexibility of what order to present the standards.

### **Course Description**

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that:

- ~Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- ~Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;



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~Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);

~Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;

~Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and

~The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

## Middle Township Public Schools – K-5 ELA Unit Plan Template

### Pacing Guide

Recommended 1 <sup>st</sup> Grade ELA Pacing Guide				
First Marking Period	Days 1- 45			
	September 18 days		October 20 Days	
	November 18 days			
Second Marking Period	Unit One- Family, Friends, and Community			
	Unit Two- Communication and Sharing			
	Days 46- 90			
Third Marking Period	November (Continued) 18 days		December 15 days	
	January 20 days			
	Unit Two- Continued		Unit Three- Animals and Environments	
Fourth Marking Period	Days 91- 135			
	February 18 days		March 21 days	
	April 16 days			
Fifth Marking Period	Unit Three- Continued		Unit Four- Places and Transportation	
	Days 136-180			
	April (Continued) 16 days		May 22 days	
Sixth Marking Period	June 12 days			
	Unit Five- Living, Learning, and Being our Best			

## Middle Township Public Schools – K-5 ELA Unit Plan Template

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### Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>			<u>TIMEFRAME</u>
<b>1- Friends, Family, and Community</b>	<ul style="list-style-type: none"> <li>• Readers understand that readers ask questions to better understand the story.</li> <li>• Readers understand that identifying the main topic and key details of the text will help improve their comprehension.</li> <li>• Readers understand that informational texts have features that help them determine main topics.</li> <li>• Readers understand that facts, details, and features in informational texts help them find answers to questions.</li> <li>• Readers understand that using details to describe characters, settings and major events in a story will help improve their comprehension. Readers understand that illustrations and details in texts help them better comprehend what they read.</li> <li>• Writers understand that narratives contain sequenced events, details, temporal words and provide a sense of closure.</li> </ul>	RL.1.1 RL.1.3 RL.1.7 RI.1.1 RI.1.2 RI.1.5 RI.1.6 RI.1.7 RI.1.9 RF.1.2.B	RF.1.2.C RF.1.3.B RF.1.4.A RF.1.4.B RF.1.4.C W.1.3 W.1.8 SL.1.1.A SL.1.1.B	SL.1.1.C SL.1.2 SL.1.3 SL.1.5 L.1.1.A L.1.1.B L.1.1.F L.1.2.B L.1.2.D	<b>30 days</b>
<b>2- Communication and Sharing</b>	<ul style="list-style-type: none"> <li>• Readers ask questions to better understand the story.</li> </ul>	RL.1.1 RL.1.3	RI.1.9 RF.1.2B	SL.1.1.C SL.1.2	<b>30 days</b>

## Middle Township Public Schools – K-5 ELA Unit Plan Template

	<ul style="list-style-type: none"> <li>• Readers use text features and parts of a book to help them make meaning of the text.</li> <li>• Readers can identify that letters and letter combinations represent sounds.</li> <li>• Readers can use decoding skills and context clues to identify words and their meaning.</li> <li>• Readers blend consonants together to read words.</li> <li>• Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.</li> </ul>	<b>RL.1.7</b> <b>RL.1.9</b> <b>RL.1.10</b> <b>RI.1.2</b> <b>RI.1.3</b> <b>RI.1.5</b> <b>RI.1.6</b> <b>RI.1.7</b>	<b>RF.1.2C</b> <b>RF.1.3A</b> <b>RF.1.4A</b> <b>RF.1.4B</b> <b>W.1.2</b> <b>W.1.8</b> <b>SL.1.1.A</b> <b>SL.1.1.B</b>	<b>SL.1.6</b> <b>L.1.1A</b> <b>L.1.1C</b> <b>L.1.1H</b> <b>L.1.2B</b> <b>L.1.2C</b> <b>L.1.2E</b>	
<b>3- Animals and Environments</b>	<ul style="list-style-type: none"> <li>• Readers understand that authors write stories to inform or entertain.</li> <li>• Readers understand that it is important to retell a story with the proper sequence of events.</li> <li>• Readers understand that different seasons have specific characteristics and cause changes.</li> <li>• Readers understand they can use details and text and graphic features to answer questions about texts.</li> <li>• Readers understand the relationship between cause and effect.</li> <li>• Readers understand how to use details to define differences and similarities between characters in</li> </ul>	<b>RL 1.1</b> <b>RL 1.2</b> <b>RL 1.3</b> <b>RL 1.5</b> <b>RL 1.7</b> <b>RL 1.9</b> <b>RL 1.10</b> <b>RI 1.1</b> <b>RI 1.2</b> <b>RI 1.4</b> <b>RI 1.5</b> <b>RI 1.7</b> <b>RI 1.9</b> <b>RI 1.10</b> <b>RF 1.1a</b>	<b>RF 1.2d</b> <b>RF 1.3a</b> <b>RF.1.3b</b> <b>RF.1.3c</b> <b>RF.1.3.D</b> <b>RF.1.4</b> <b>RF.1.4.A</b> <b>RF.1.4.B</b> <b>RF.1.4.C</b> <b>W.1.2</b> <b>W.1.5</b> <b>W.1.6</b> <b>W.1.7</b> <b>W.1.8</b> <b>SL.1.1</b>	<b>SL.1.2</b> <b>SL.1.3</b> <b>SL1.4</b> <b>SL.1.5</b> <b>SL.1.6</b> <b>L.1.1</b> <b>L.1.1.b</b> <b>L.1.1c</b> <b>L.1.1e</b> <b>L.1.1j</b> <b>L.1.2a</b> <b>L.1.2b</b> <b>L.1.2d</b> <b>L.1.2e</b> <b>L.1.4a</b>	<b>30 days</b>

## Middle Township Public Schools – K-5 ELA Unit Plan Template

	<p>stories.</p> <ul style="list-style-type: none"> <li>• Readers understand the function of a silent e, and the difference between long and short vowel sounds.</li> <li>• Writers understand that they can use details through research to write reports and informational sentences.</li> </ul>	<b>RF1.2a</b> <b>RF 1.2b</b> <b>RF 1.2c</b>	<b>SL.1.1.a</b> <b>SL.1.1.b</b> <b>SL.1.1c</b>	<b>L.1.5a</b> <b>L.1.5c</b> <b>L.1.6</b>	
<b>4- Places and Transportation</b>	<ul style="list-style-type: none"> <li>• We discover new things every day.</li> <li>• Readers develop a deeper understanding through reflections of text.</li> <li>• Knowing the main idea and key details impact the reader's comprehension of the text.</li> <li>• Retelling the main idea and key details of a text reflect a deeper understanding of what was read.</li> </ul>	<b>RL.1.1</b> <b>RL.1.2</b> <b>RL.1.3</b> <b>RL.1.4</b> <b>RL.1.6</b> <b>RL.1.7</b> <b>RL.1.10</b> <b>RI.1.2</b> <b>RI.1.3</b> <b>RI.1.4</b> <b>RI.1.5</b> <b>RI.1.7</b> <b>RI.1.8</b>	<b>RI.1.9</b> <b>RF1.2A</b> <b>RF.1.2C</b> <b>RF.1.3B</b> <b>RF.1.3C.</b> <b>RF1.4B</b> <b>W.1.3</b> <b>W.1.6</b> <b>SL.1.1B</b> <b>SL.1.2</b> <b>SL.1.3</b> <b>SL.1.4</b>	<b>SL.1.5</b> <b>L.1.1B</b> <b>L.1.1E</b> <b>L.1.1J</b> <b>L.1.2A</b> <b>L.1.2B</b> <b>L.1.2D</b> <b>L.1.4B</b> <b>L.1.5A</b> <b>L.1.5B</b> <b>L.1.5C</b> <b>L.1.6</b>	<b>30 days</b>
<b>5- Living, Learning, Being our Best!</b>	<ul style="list-style-type: none"> <li>• Living things change as they grow.</li> <li>• You should always try your best.</li> <li>• Text clues help the reader understand characters and their feelings, setting and major events.</li> <li>• Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help students figure out unfamiliar words while</li> </ul>	<b>RL.1.1</b> <b>RL.1.3</b> <b>RL.1.4</b> <b>RL.1.5</b> <b>RL.1.7</b> <b>RL.1.9</b> <b>RL.1.10</b>	<b>RF.1.3.B</b> <b>RF.1.3.C</b> <b>RF.1.3.D</b> <b>RF.1.3.E</b> <b>RF.1.4.A</b> <b>RF.1.4.B</b> <b>RF.1.4.C</b>	<b>SL.1.1.C</b> <b>SL.1.2</b> <b>SL.1.4</b> <b>SL.1.5</b> <b>SL.1.6</b> <b>L.1.1.D</b> <b>L.1.1.J</b>	<b>30-40 days</b>

## Middle Township Public Schools – K-5 ELA Unit Plan Template

	<p>reading.</p> <ul style="list-style-type: none"> <li>• Knowing how words work will make students better readers.</li> <li>• Knowing that good readers know strategies to help them read more fluently.</li> <li>• Knowing that writers express themselves in various forms of text.</li> <li>• Good speakers and listeners express their ideas clearly.</li> <li>• Writers know language, capitalization, punctuation and grammar help the reader better understand the writer/speaker.</li> <li>• Synonyms for verbs and adjectives have shades of meaning.</li> </ul>	<p><b>RI.1.3</b>  <b>RI.1.4</b>  <b>RI.1.5</b>  <b>RI.1.7</b>  <b>RI.1.8</b>  <b>RI.1.9</b>  <b>RF.1.2.A</b>  <b>RF.1.2.B</b>  <b>RF.1.2.C</b></p>	<p><b>W.1.1</b>  <b>W.1.2</b>  <b>W.1.3</b>  <b>W.1.6</b>  <b>W.1.7</b>  <b>W.1.8</b>  <b>SL.1.1.A</b>  <b>SL.1.1.B</b></p>	<p><b>L.1.2.B</b>  <b>L.1.2.D</b>  <b>L.1.2.E</b>  <b>L.1.4.A</b>  <b>L.1.4.B</b>  <b>L.1.4.C</b>  <b>L.1.5.D</b>  <b>L.1.6</b></p>	
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## Middle Township Public Schools – K-5 ELA Unit Plan Template

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Content Area:	ELA	Grade: 1
Unit Plan Title:	Unit One: Friends, Family and Community	
Overview/Rationale		
<p>This five to six week unit encourages students to develop their reading strategies while exploring several different genres (informational text, realistic fiction, and fantasy) . The literature utilized in this unit supports the NJSLs expectations that must be met by the end of fifth grade. Students will compare and contrast fiction and informational texts. While exploring informational texts, students will identify main idea and text and graphic features. While students comprehend fictional stories, the focus will be on story structure, sequencing events and understanding characters. Students will use short vowel phonic sounds and consonants to read cvc words. Students will begin to write narratives by labeling, writing captions and finally writing sentences.</p>		
Standard(s) Number and Description		
Standards for Reading		
<p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3- Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RL.1.7- Use illustrations and details in a story to describe its characters, setting, or event.</p> <p>RI.1.1- Ask and answer questions about key details in a text.</p> <p>RI.1.2- Identify the main topic and retell key details of a text.</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>RI.1.6- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7- Use the illustrations and details in a text to describe its key ideas.</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>RF.1.2.B- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2.C- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.3.B- Decode regularly spelled one-syllable words.</p> <p>RF1.4.A- Read grade-level text with purpose and understanding.</p> <p>RF1.4.B- Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>RF1.4.C- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		

## Middle Township Public Schools – K-5 ELA Unit Plan Template

### Standards for Writing

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

### Standards for Speaking and Listening

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

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

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

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

### Standards for Language

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

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

L.1.1.F- Use frequently occurring adjectives.

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

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

### Technology Standard(s) Number and Description

TECH.8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

TECH.8.1.2.A.1 - Identify the basic features of a digital device and explain its purpose.

TECH.8.1.2.E.CS2 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

### Interdisciplinary Standard(s) Number and Description

SOC.6.3.4.CS1- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.

SOC.6.3.4.CS3- Are aware of their relationships to people, places, and resources in the local community and beyond.

HPE.2.1.2.E.CS1-Many factors at home, school, and in the community impact social and emotional health.

HPE.2.1.2.E.1 - Identify basic social and emotional needs of all people.



## Middle Township Public Schools – K-5 ELA Unit Plan Template

HPE.2.2.2.A.CS1 - Effective communication may be a determining factor in the outcome of health- and safety-related situations.

### Enduring Understandings:

#### ***Students will understand that...***

Readers understand that readers ask questions to better understand the story.

Readers understand that identifying the main topic and key details of the text will help improve their comprehension.

Readers understand that informational texts have features that help them determine main topics.

Readers understand that facts, details, and features in informational texts help them find answers to questions.

Readers understand that using details to describe characters, settings and major events in a story will help improve their comprehension.

Readers understand that illustrations and details in texts help them better comprehend what they read.

Writers understand that narratives contain sequenced events, details, temporal words and provide a sense of closure.

**Predicted Misunderstandings:** Identifying short vowel sounds. Identifying main idea. Appropriately sequencing events. Limited discussion.

### Essential Questions :

How does identifying the main topic help us better understand the story?

How does understanding story elements help us better understand the story?

How do text features help us understand the main topic?

How can illustrations be used to help us better understand the story?

How do readers find answers to questions?

How do writers create narratives?

### 21<sup>st</sup> Century Connections

*Check all that apply.*

*Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A in the box before the appropriate skill.*

#### 21<sup>st</sup> Century Interdisciplinary Themes

#### 21<sup>st</sup> Century Skills

X	Global Awareness	E.T	Critical Thinking and Problem Solving
	Environmental Literacy	E	Creativity and Innovation

## Middle Township Public Schools – K-5 ELA Unit Plan Template

X	Health Literacy		E,T	Communication and Collaboration
X	Civic Literacy		E	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy		E	Initiative and Self-Direction
			E,T	Social and Cross-Cultural Skills
			E	Productivity and Accountability
			E	Leadership and Responsibility
			E,T	Information Literacy Skills
			E	Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy

**Career Ready Practices:**

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	T, A	CRP2. Apply appropriate academic and technical skills
		CRP3. Attend to personal health and financial well-being

## Middle Township Public Schools – K-5 ELA Unit Plan Template

E, T	CRP4. Communicate clearly and effectively with reason
E	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
E	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>	
<b><i>Students will know....</i></b> <ul style="list-style-type: none"> <li>• how to identify and retell key details from the text.</li> <li>• how to use key details from the text to identify the main topic.</li> <li>• how features in informational texts help readers understand the main topic.</li> <li>• how to use illustrations and key details to understand text.</li> <li>• how to describe characters, setting and major events in a story.</li> <li>• how to identify basic similarities and differences</li> </ul>	<b><i>Students will be able to (do)...</i></b> <ul style="list-style-type: none"> <li>• retell key details of a text</li> <li>• identify the main topic of a text</li> <li>• use features of informational texts to better comprehend what they read.</li> <li>• use illustrations and details in a story to describe its characters, setting, or events.</li> <li>• describe the characters, setting, and major events in a story.</li> <li>• identify basic similarities and differences between two texts on the same topic.</li> </ul>

## Middle Township Public Schools – K-5 ELA Unit Plan Template

between two texts on the same topic.				
<b>Key Vocabulary and Terms:</b>				
Lesson 1: fun, pal, pet, what Lesson 2: storm, Pop, come, wet, bed Lesson 3: curious, school, this, George, kids, mess, paints, job Lesson 4: Lucia, book, car, firefighter's, goal, hi, home, librarian, neighborhood, pants, plant, street Lesson 5: takes, conductor, train, window captions, characters, consonant, detail, fantasy, informational text, labels, main topic, neighborhood, nouns, realistic fiction, sequence, synonyms, vowel				
<b>Texts Included (List in Order of Increasing Complexity)</b>			<b>Check Type</b>	
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>			L	I
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O <u>  x  </u> D ____ N <b>Title/Information:</b> What is a Pal? T24				x
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u>  x  </u> N <b>Title/Information:</b> The Storm T120			x	
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E <u>  x  </u> P/S <u>  x  </u> S/O ____ D <u>  x  </u> N <b>Title/Information:</b> Curious George T216			x	
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O <u>  x  </u> D ____ N <b>Title/Information:</b> Lucia's Neighborhood T312				x
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E <u>  x  </u> P/S ____ S/O ____ D <u>  x  </u> N <b>Title/Information:</b> Gus Takes the Train T408			x	
<b>Writing Assignments</b>			<b>Check Type</b>	
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O –</b>			O	E
			N	R

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<b>Sequence/Order</b>				
<b>D = Description   N = Narrative   Type: O = Opinion   E = Explanatory/Informational   N = Narrative   R = Research</b>				
<b>___ Process   <u>X</u> On Demand   AND   Structure:   ___ C/C   ___ C/E   ___ P/S   ___ S/O   ___ D   <u>X</u> N</b> <b>Title/Description:</b> What is a Pal? Labels			X	
<b>___ P   or   <u>X</u> OD   and   Structure:   ___ C/C   ___ C/E   ___ P/S   ___ S/O   ___ D   <u>X</u> N</b> <b>Title/Description:</b> The Storm Captions			X	
<b>___ P   or   <u>X</u> OD   and   Structure:   ___ C/C   ___ C/E   ___ P/S   ___ S/O   ___ D   <u>X</u> N</b> <b>Title/Description:</b> Curious George Sentences			X	
<b><u>X</u> P   or   ___ OD   and   Structure:   ___ C/C   ___ C/E   ___ P/S   ___ S/O   ___ D   <u>X</u> N</b> <b>Title/Description:</b> Lucia's Neighborhood Class Story			X	
<b><u>x</u> P   or   ___ OD   and   Structure:   ___ C/C   ___ C/E   ___ P/S   ___ S/O   ___ D   <u>X</u> N</b> <b>Title/Description:</b> Gus Takes the Train Class Story #2			X	
<b>Assessment Evidence:</b>				
<b>Performance Tasks:</b> Rubrics Progress Monitoring Response to Literature Independent Practice Reader's Notebook Reader's Notebook Response	<b>Other Assessment Measures:</b> Fountas and Pinnell Benchmark Assessment Writing Assessment Sight Word Benchmarks Guided Reading Observations Literacy Center work			

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<p>Running Records</p> <p>Writing Response</p>	<p>Portfolio</p> <p>Anecdotal records</p> <p>Picture walk observations</p> <p>Oral response</p> <p>Drawing response</p> <p>Written response</p> <p>Text/text; text/self; text/ world connections</p> <p>Journal response</p> <p>Weekly Written Assessments</p> <p style="padding-left: 40px;">Spelling</p> <p style="padding-left: 40px;">Comprehension</p> <p style="padding-left: 40px;">Words to Know</p> <p style="padding-left: 40px;">Phonics</p> <p style="padding-left: 40px;">Grammar</p>
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p>1. <i>Phonics</i></p>	<p><b>Option 1:</b> Show and discuss letter cards with students. Students will identify letters and letter sounds. Students will blend sounds on cards.</p> <p><b>Option 2:</b> Teacher will say letter sound, students will write corresponding letters on white boards.</p> <p><b>Option 3:</b> Teacher will write letters, students will identify and blend sounds.</p> <p><b>Option 4:</b> Teacher will say a word, students will respond whether or not the word has a specific letter sound (thumb up, thumb down.)</p> <p><b>Option 5:</b> Students can look around the room for words and objects containing the specific letter sound.</p> <p><b>*D:</b> Teacher will work with small groups or struggling learners using manipulatives (letter tiles, play doh, sand.) Higher level learners will generate their own words with the designated sound.</p>
<p>2. <i>Shared Reading - Comprehension Strategies</i></p>	<p>Prereading:</p> <ul style="list-style-type: none"> <li>● Option 1: Students will preview words to know and key vocabulary.</li> </ul>

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	<ul style="list-style-type: none"> <li>Option 2: Students will complete an activating strategy to preview new content               <ul style="list-style-type: none"> <li>3,2,1, KWL, Word Splash, Think , Pair, Share, Carousel Brainstorming, Entrance Ticket, Quick Write, Post its, Frayer, Sentence Starter, Journal Entry, Acrostic, Flip Book, 4 square</li> </ul> </li> </ul> <p>First Read Day 1:</p> <ul style="list-style-type: none"> <li>Students will listen to anchor text read by teacher or Smart Board. Students and teacher will ask and answer questions as story is being read for the first time. Teacher will stop often for class discussion- asking and answering questions, reading captions, predicting events, and observing and noting illustrations. Also teacher will help clarify confusion.</li> </ul> <p>Day 2 Focus on Comprehension Strategy.</p> <p>Introduce and teach comprehension strategy. Students will apply strategy in anchor text or other story. Students will show understanding of comprehension strategy both in isolation and working with the anchor text. Teacher will model various skills. Students will respond to text and support their responses with text evidence.</p> <p>*D Reteach as needed. Reinforce strategy/skill at a center or small group</p>
3. <i>Independent Comprehension Reading</i>	<p>Day 3-Students will read anchor text independently. Students will use anchor text to complete comprehension activities independently. St will write a response to anchor text.</p> <p>*D: Struggling students can read with partners or small group to read and comprehend anchor text.</p>
4. <i>Guided Reading</i>	<p>Teacher will work in small group based on students' reading level. Teacher will preview the book with students and introduce new vocabulary and focus on teaching point.</p> <p>*D: Guided reading groups are formed based on reading level. For higher level learners, students will use post-it's to keep track of their thinking while reading independently. Students write questions, and make connections as they independently read the new book.</p>
5. <i>Writing</i>	<p><b>Option 1:</b> Projectables taught as a whole group lesson</p> <p><b>Option 2:</b> Shared writing on chart paper/Journeys Flip Chart</p> <p><b>Option 3:</b> Independent journal writing responses with teacher conferencing</p> <p><b>Option 4:</b> Core Curriculum Writing Handbook</p> <p>Option 5: Mini-lesson and follow up writing response practicing the lesson.</p> <p>*D: Reteach in small groups,</p>

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<p><i>6. Literacy Centers</i></p>	<p>Teacher will provide literacy center activities to reinforce all ELA strategies and skills in this unit. Centers may include but are not limited to...</p> <ul style="list-style-type: none"> <li>● Comprehension Centers- Flip Book Sequence, Venn Diagram Compare/Contrast,</li> <li>● Computer/Ipad/ChromeBook Centers</li> <li>● Online Literacy Activities</li> <li>● Read/Listen to a book online</li> <li>● Listening/Comprehension Centers</li> <li>● Literature Response</li> <li>● Making Words Center</li> <li>● Poetry Center</li> <li>● Pocket Chart Re-order</li> <li>● Research Center</li> <li>● Venn Diagram Sort/Write</li> <li>● Word Wall Activities</li> <li>● Work Work Centers- Words to Know and Spelling Practice - Roll and Read, Roll a Word, WTK Memory Match, Sort and Write, ABC order, Bingo,</li> <li>● Writing Center- Narrative, Informative and Opinion Writing Activities</li> </ul>
<p><i>7. Additional General/Specific Modifications</i></p>	<ul style="list-style-type: none"> <li>● Previewing New Content- Activator</li> <li>● Mini-lessons</li> <li>● Think pair share</li> <li>● Partner pairs</li> <li>● Repeated practice</li> <li>● Sequenced Review</li> <li>● Directed questioning and responses</li> <li>● Sequenced tasks from easy to difficult</li> <li>● Individual/Small Group/Whole Group</li> <li>● Cooperative groups</li> <li>● Independent Writing</li> </ul>



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- Graphic Organizers
- Skill-based groups
- Make Predictions/infer
- Modeling-teacher demonstrates, students use model to problem solve
- Meaningful real life connections
- Think aloud connections
- Summarizing Activities- ticket out the door, post-it review, 3,2,1,

**Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)**

***Individualized Education Plans (IEPs):***

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

***Advanced/Gifted Students:***

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping

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	⇒ Tiered assignments Topic selection by interest
8 . <i>First Unit Modifications for Weekly Assessments (Phonics, Comprehension, Vocabulary, Grammar and Spelling)</i>	<p>In Unit 1, the teacher will guide and model how to take weekly assessments. The teacher will read the test and answer choices to whole group. Lesson tests will be modified to introduce each section of the test one week at a time.</p> <p><b>Lesson 1 - Spelling/Phonics</b>  <b>Lesson 2 - Spelling/Comprehension</b>  <b>Lesson 3 - Spelling/Picture Phonics/Vocab (first 6 - sight words only)</b>  <b>Lesson 4 - Spelling/Comprehension/Vocab</b>  <b>Lesson 5 - Spelling/Comprehension/Vocab/Phonics with sentences (Do test as group, read all questions)</b></p>
Resources:	
<ul style="list-style-type: none"> <li>● Guided Reading Book Leveled Library- various publishers</li> <li>● Benchmark Assessment System 1, 2nd edition for Grades K-2 by Irene Fountas and Gay Su Pinnell The Ohio State University, 2013</li> <li>● Writing Assessments/Scoring Rubric- MT Elementary #1</li> <li>● Sight Word Assessment- MT Elementary #1</li> <li>● Journeys Houghton Mifflin Harcourt Teacher Manual and Student Text and Workbooks <ul style="list-style-type: none"> <li>○ Journeys Unit Assessment Tests</li> <li>○ Journeys Leveled Readers</li> <li>○ Journeys Progress Monitoring Assessments</li> <li>○ Journeys Focus Wall</li> <li>○ Projectables</li> <li>○ Letter Cards</li> <li>○ Flip Chart</li> <li>○ Picture Cards</li> <li>○ <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> </ul> </li> </ul>	
Suggested Time Frame:	30 days

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*\*D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	ELA	Grade 1
Unit Plan Title:	Unit 2-Communication and Sharing	
Overview/Rational		
This six week unit encourages students to develop reading strategies while exploring several different genres (fable, informational, realistic fiction, biography, and fantasy). Students will develop phonics strategies. Students are expected to be proficient in reading short vowel cvc words by the		

## Middle Township Public Schools – K-5 ELA Unit Plan Template

end of the unit. Students will interact with texts; learning to summarize, infer/predict, analyze/evaluate, question and visualize as they read. They will practice the target skills of understanding characters, details, sequence of events, text and graphic features, and story structure. Students will construct complete sentences, identify sentence parts, and differentiate between singular and plural nouns.

### Standards for Reading

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.1.7 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 text complexity or above.  
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.1.5 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.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  
RI.1.7 Use the illustrations and details in a text to describe its key ideas.  
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  
RF.1.2B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends  
RF.1.2C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
RF.1.3A Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)  
RF.1.4A Read grade-level text with purpose and understanding  
RF.1.4B Read grade-level text orally with accuracy, appropriate rate, and expression.

### Standards for Writing

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

### Standards for Speaking and Listening

SL.1.1.A - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  
SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  
SL.1.1.C - Ask questions to clear up any confusion about the topics and texts under discussion.  
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

### Standards for Language

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

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

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

L.1.2B Use end punctuation for sentences.

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

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

### Technology Standard(s) Number and Description

TECH.8.1.2.A.4 - Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

TECH.8.1.2.A.1 - Identify the basic features of a digital device and explain its purpose.

TECH.8.1.2.E.CS2 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

### Interdisciplinary Standard(s) Number and Description

SOC.6.1.4.C.CS1 - People make decisions based on their needs, wants, and the availability of resources.

SCI.1-PS4-1 - Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

SCI.1-LS1-2 - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

### Enduring Understandings:

#### *Students will understand that...*

We all have something to share.

Readers ask questions to better understand the story.

Readers use text features and parts of a book to help them make meaning of the text.

Readers can identify that letters and letter combinations represent sounds.

Readers can use decoding skills and context clues to identify words and their meaning.

Readers blend consonants together to read words.

Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.

**Predicted Misunderstandings:** Reading words with short vowels sounds and consonant blends. Recognizing and interpreting text and graphic features. Identifying, understanding and writing a complete sentence. Target reading strategies summarize, infer, analyze, visualize are all new concepts.

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### Essential Questions :

What lessons can you learn from story characters?  
 How do animals communicate?  
 What is this text really about?  
 How does story structure and sequence help you to understand a story?  
 How do the decisions and actions of characters reveal their personalities?  
 How do you write to inform?  
 How do words and pictures help tell a story?  
 What is a complete sentence?  
 What is the purpose of a complete sentence when writing?  
 What is the purpose of using commas, and spelling when writing?  
 What is a noun?  
 How do you blend sounds together to read a word?

### 21<sup>st</sup> Century Connections

*Check all that apply.*

*Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A in the box before the appropriate skill.*

#### 21<sup>st</sup> Century Interdisciplinary Themes

#### 21<sup>st</sup> Century Skills

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

T,A	Critical Thinking and Problem Solving
E,T	Creativity and Innovation
T	Communication and Collaboration
	Flexibility and Adaptability
	Initiative and Self-Direction

**Career Ready Practices:**

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E,T	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives:	
<b>Students will know....</b> <ul style="list-style-type: none"><li>• <i>how to identify the main idea.</i></li><li>• <i>how to identify important facts and details that support the main idea.</i></li><li>• <i>how to identify the topic and main ideas in informational text.</i></li><li>• <i>how to identify and read the sound/spelling for short a, e, i, o and u words.</i></li><li>• <i>how to recognize the sounds for digraphs of double final consonants and ck.</i></li><li>• <i>how to recognize and read the blends with r, l s, and phonogram mp.</i></li><li>• <i>how to identify and write complete sentences.</i></li><li>• <i>how to describe characters and the reasons for their actions and feelings.</i></li><li>• <i>how to make inferences based on character feelings, relationships, speech and actions.</i></li><li>• <i>how to retell the order of events.</i></li><li>• <i>how to Infer unstated events.</i></li></ul>	<b>Students will be able to (do)...</b> <ul style="list-style-type: none"><li>• identify characters.</li><li>• understand characters.</li><li>• identify main idea and details</li><li>• sequence events in a selection.</li><li>• use text and graphic features in an informational text.</li><li>• identify a biography.</li><li>• infer.</li><li>• retell events in fiction and nonfiction texts.</li><li>• read words with digraphs and blends.</li><li>• read words with short vowels.</li><li>• identify and use singular and plural nouns.</li><li>• use informational text and graphic features to locate information.</li><li>• use context to understand.</li></ul>



## Middle Township Public Schools – K-5 ELA Unit Plan Template

- how to use singular and plural nouns.
- how to use text and graphic features to locate information.
- how to interpret various text and graphic features and their functions.
- how to retell the important events in a story.
- how to use context to understand and use syntax.

### Key Vocabulary and Terms:

Lesson 6-sheep, trick, wolf, once upon a time  
 Lesson 7-baby, bees, bird, dance, down, elephants, food, smell  
 Lesson 8-aunt, band, guitars, music  
 Lesson 9 books, Dr., hit, rhymes, wrote  
 Lesson 10-baked, cupcakes, party, tree  
 Summarize, Infer, Analyze, Question, Visualize

### Texts Included (List in Order of Increasing Complexity)

**KEY: Structure:** C/C = Compare and Contrast   C/E = Cause and Effect   P/S = Problem/Solution   S/O – Sequence/Order  
 D = Description   N = Narrative   **Type:** L = Literary   I = Informational

**Structure (Check appropriate choice):**   X   C/C   X   C/E        P/S        S/O        D   X   N

**Title/Information:** Jack and the Wolf T24

**Structure (Check appropriate choice):**        C/C        C/E        P/S        S/O   X   D        N

**Title/Information:** How Animals Communicate T122

**Structure (Check appropriate choice):**        C/C        C/E        P/S   X   S/O        D   X   N

**Title/Information:** A Musical Day T220

**Structure (Check appropriate choice):**        C/C        C/E        P/S        S/O   X   D        N

**Title/Information:** Dr. Seuss T318

**Structure (Check appropriate choice):**   X   C/C        C/E        P/S   X   S/O        D   X   N

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<b>Title/Information: A Cupcake Party T416</b>					
<b>Writing Assignments</b>		<b>Check Type</b>			
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research</b>		O	E	N	R
<u> X </u> Process <u> X </u> On Demand AND Structure: <u> </u> C/C <u> </u> C/E <u> </u> P/S <u> </u> S/O <u> </u> D <u> X </u> N Title/Description: Jack and the Wolf Sentences that describe				X	
<u> </u> P or <u> X </u> OD and Structure: <u> </u> C/C <u> </u> C/E <u> </u> P/S <u> </u> S/O <u> X </u> D <u> </u> N Title/Description: How Animals Communicate Poetry				X	
<u> </u> P or <u> X </u> OD and Structure: <u> </u> C/C <u> </u> C/E <u> </u> P/S <u> </u> S/O <u> X </u> D <u> </u> N Title/Description: A Musical Day Thank you letter				X	
<u> X </u> P or <u> X </u> OD and Structure: <u> </u> C/C <u> </u> C/E <u> </u> P/S <u> </u> S/O <u> X </u> D <u> </u> N Title/Description: Dr. Seuss Description Biography				X	
<u> </u> P or <u> X </u> OD and Structure: <u> </u> C/C <u> </u> C/E <u> </u> P/S <u> </u> S/O <u> X </u> D <u> </u> N Title/Description: A Cupcake Party Description Invitation				X	
<b>Assessment Evidence:</b>					
<b>Performance Tasks:</b>			<b>Other Assessment Measures:</b>		

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<p><b><u>Formative</u></b></p> <p>Rubrics</p> <p>Progress Monitoring</p> <p>Response to Literature</p> <p>Independent Practice Reader’s Notebook</p> <p>Reader’s Notebook Response</p> <p>Running Records</p> <p>Writing Response</p>	<p><b><u>Summative</u></b></p> <p>Fountas and Pinnell Benchmark Assessment</p> <p>Writing Assessment</p> <p>Sight Word Benchmarks</p> <p>Guided Reading Observations</p> <p>Literacy Center work</p> <p>Portfolio</p> <p>Anecdotal records</p> <p>Picture walk observations</p> <p>Oral response</p> <p>Drawing response</p> <p>Written response</p> <p>Text/text; text/self; text/ world connections</p> <p><i>Journal response</i></p> <p>Weekly Written Assessments</p> <p style="padding-left: 20px;">Spelling</p> <p style="padding-left: 20px;">Comprehension</p> <p style="padding-left: 20px;">Words to Know</p> <p style="padding-left: 20px;">Phonics</p> <p style="padding-left: 20px;">Grammar</p>
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p><i>Instructional Strategies and Activities</i></p>	<p><b>Description with Modifications, number of days, etc.</b></p>

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1. Phonics	<p><b>Option 1:</b> Show and discuss letter cards with students. Students will identify letters and letter sounds. Students will blend sounds on cards.</p> <p><b>Option 2:</b> Teacher will say letter sound, students will write corresponding letters on white boards.</p> <p><b>Option 3:</b> Teacher will write letters, students will identify and blend sounds.</p> <p><b>Option 4:</b> Teacher will say a word, students will respond whether or not the word has a specific letter sound (thumb up, thumb down.)</p> <p><b>Option 5:</b> Students can look around the room for words and objects containing the specific letter sound.</p> <p><b>Option 6:</b> Students will match pictures with words</p> <p><b>Option 7:</b> Students will list words that follow phonics rule taught as they discover them throughout the unit.</p> <p><b>*D:</b> Teacher will work with small groups or struggling learners using manipulatives (letter tiles, play doh, sand.) Higher level learners will generate their own words with the designated sound.</p>
2. Shared Reading - Comprehension Strategies	<p>Prereading:</p> <ul style="list-style-type: none"> <li>● Option 1: Students will preview words to know and key vocabulary.</li> <li>● Option 2: Students will complete an activating strategy to preview new content <ul style="list-style-type: none"> <li>○ 3,2,1, KWL, Word Splash, Think , Pair, Share, Carousel Brainstorming, Entrance Ticket, Quick Write, Post its, Frayer, Sentence Starter, Journal Entry, Acrostic, Flip Book, 4 square</li> </ul> </li> </ul> <p>First Read Day 1:</p> <ul style="list-style-type: none"> <li>● Students will listen to anchor text read by teacher or Smart Board. Students and teacher will ask and answer questions as story is being read for the first time. Teacher will stop often for class discussion- asking and answering questions, reading captions, predicting events, and observing and noting illustrations. Also teacher will help clarify confusion.</li> </ul> <p>Day 2 Focus on Comprehension Strategy.</p> <p>Introduce and teach comprehension strategy. Students will apply strategy in anchor text or other story. Students will show understanding of comprehension strategy both in isolation and working with the anchor text. Teacher will model various skills. Students will respond to text and support their responses with text evidence.</p> <p><b>*D</b> Reteach as needed. Reinforce strategy/skill at a center or small group</p>
3. Independent Comprehension Reading	<p>Day 3-Students will read anchor text independently. Students will use anchor text to complete comprehension activities independently. St will write a response to anchor text.</p>

## Middle Township Public Schools – K-5 ELA Unit Plan Template

	<p><b>*D:</b> Struggling students can read with partners or small group to read and comprehend anchor text.</p>
4. <i>Guided Reading</i>	<p>Teacher will work in small group based on students' reading level. Teacher will preview the book with students and introduce new vocabulary and focus on teaching point.</p> <p><b>*D:</b> Guided reading groups are formed based on reading level. For higher level learners, students will use post-it's to keep track of their thinking while reading independently. Students write questions, and make connections as they independently read the new book.</p>
5. <i>Writing</i>	<p><b>Option 1:</b> Projectables taught as a whole group lesson</p> <p><b>Option 2:</b> Shared writing on chart paper/Journeys Flip Chart</p> <p><b>Option 3:</b> Independent journal writing responses with teacher conferencing</p> <p><b>Option 4:</b> Core Curriculum Writing Handbook</p> <p><b>Option 5:</b> Mini-lesson and follow up writing response practicing the lesson.</p> <p><b>*D:</b> Reteach in small groups, reinforce at centers, extra practice,</p>
6. <i>Literacy Centers</i>	<p>Teacher will provide literacy center activities to reinforce all ELA strategies and skills in this unit. Centers may include but are not limited to...</p> <ul style="list-style-type: none"> <li>● Comprehension Centers- Flip Book Sequence, Venn Diagram Compare/Contrast,</li> <li>● Computer/Ipad/ChromeBook Centers</li> <li>● Online Literacy Activities</li> <li>● Read/Listen to a book online</li> <li>● Listening/Comprehension Centers</li> <li>● Literature Response</li> <li>● Making Words Center</li> <li>● Poetry Center</li> <li>● Pocket Chart Re-order</li> <li>● Research Center</li> <li>● Venn Diagram Sort/Write</li> <li>● Word Wall Activities</li> <li>● Work Work Centers- Words to Know and Spelling Practice - Roll and Read, Roll a Word, WTK Memory Match, Sort and Write, ABC order, Bingo,</li> </ul>

## Middle Township Public Schools – K-5 ELA Unit Plan Template

	<ul style="list-style-type: none"> <li>• Writing Center- Narrative, Informative and Opinion Writing Activities</li> </ul>
7. Additional General /Specific Modifications	<ul style="list-style-type: none"> <li>• Previewing New Content- Activator</li> <li>• Mini-lessons</li> <li>• Think pair share</li> <li>• Partner pairs</li> <li>• Repeated practice</li> <li>• Sequenced Review</li> <li>• Directed questioning and responses</li> <li>• Sequenced tasks from easy to difficult</li> <li>• Individual/Small Group/Whole Group</li> <li>• Cooperative groups</li> <li>• Independent Writing</li> <li>• Graphic Organizers</li> <li>• Skill-based groups</li> <li>• Make Predictions/infer</li> <li>• Modeling-teacher demonstrates, students use model to problem solve</li> <li>• Meaningful real life connections</li> <li>• Think aloud connections</li> <li>• Summarizing Activities- ticket out the door, post-it review, 3,2,1,</li> </ul> <p><b><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></b></p> <p><b><i>Individualized Education Plans (IEPs):</i></b></p> <ul style="list-style-type: none"> <li>⇒ Exemplars of varied performance levels</li> <li>⇒ Multi-media presentations Consultation with ESL teachers</li> <li>⇒ Manipulatives</li> <li>⇒ Tiered/Scaffolded Lessons</li> <li>⇒ Mnemonic devices</li> </ul>

## Middle Township Public Schools – K-5 ELA Unit Plan Template

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	<ul style="list-style-type: none"> <li>⇒ Visual aids</li> <li>⇒ Modeling</li> <li>⇒ Guided note-taking</li> <li>⇒ Study Guides</li> <li>⇒ Modified homework</li> <li>⇒ Differentiated pre-typed class notes and example problems</li> </ul> <p><b><i>Advanced/Gifted Students:</i></b></p> <ul style="list-style-type: none"> <li>⇒ Open-ended responses</li> <li>⇒ Curriculum Compacting</li> <li>⇒ Advanced problems to extend the critical thinking skills of advanced learner</li> <li>⇒ Supplemental reading material for independent study</li> <li>⇒ Flexible grouping</li> <li>⇒ Tiered assignments</li> <li>Topic selection by interest</li> </ul>
Resources:	
<ul style="list-style-type: none"> <li>● Guided Reading Book Leveled Library- various publishers</li> <li>● Benchmark Assessment System 1, 2nd edition for Grades K-2 by Irene Fountas and Gay Su Pinnell The Ohio State University, 2013</li> <li>● Writing Assessments/Scoring Rubric- MT Elementary #1</li> <li>● Sight Word Assessment- MT Elementary #1</li> <li>● Journeys Houghton Mifflin Harcourt Teacher Manual and Student Text and Workbooks <ul style="list-style-type: none"> <li>○ Journeys Unit Assessment Tests</li> <li>○ Journeys Leveled Readers</li> <li>○ Journeys Progress Monitoring Assessments</li> <li>○ Journeys Focus Wall</li> </ul> </li> </ul>	

## Middle Township Public Schools – K-5 ELA Unit Plan Template

- Projectables
- Letter Cards
- Flip Chart
- Picture Cards
- [www.thinkcentral.com](http://www.thinkcentral.com)

Suggested Time Frame	30 days ( 5 Journeys lessons)
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*\*D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	ELA	1
Unit Plan Title:	Unit 3: Animals and Environments	
Overview/Rationale		
Students will analyze/evaluate the author’s purpose of a story, and sequence story events in a particular story. Additionally, students will identify cause and effects in a story, draw conclusions and compare and contrast. Students will also practice the skills of questioning, visualizing, infer/predict, and monitor and clarify to better comprehend story details. Students will also work with different parts of a sentence (noun, subject, verb ).		
Standard(s) Number and Description		
Standards for Reading		
RL 1.1 Ask and answer questions about key details in a text.		



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

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RL 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

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 prose and poetry of appropriate complexity for grade 1.

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

RI 1.5 Know and use various text features.

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

RI 1.9 Identify basic similarities and differences between two texts on the same topic.

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

RF 1.1a Recognize the distinguishing features of a sentence.

RF1.2a Distinguish long from short vowel sounds in spoken single syllable words.

RF 1.2b Orally produce single syllable words by blending sounds, including consonant blends.

RF 1.2c Isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words.

RF 1.2d Segment spoken single syllable words into their complete sequence of individual sounds.

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

RF.1.3b Decode regularly spelled one syllable words.

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

RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words

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

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

### Standards for Writing

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.

## Middle Township Public Schools – K-5 ELA Unit Plan Template

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W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing 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

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

### Standards for Speaking and Listening

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

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

SL.1.1c Ask questions to clear up any confusion 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.

### Standards for Language

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

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

L.1.1c Use singular and plural nouns with matching verbs in basic sentences.

L.1.1e Use verbs to convey a sense of past, present and future.

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2a Capitalize dates and names of people.

L.1.2b Use end punctuation for sentences

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

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

L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase

L.1.5a Sort words into categories to gain a sense of the concepts the categories represent.

L.1.5c Identify real life connections between words and their use.

## Middle Township Public Schools – K-5 ELA Unit Plan Template

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.

### Technology Standard(s) Number and Description

8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

8.1.P.E.1 Use the internet to explore or investigate questions with a teacher's support.

### Interdisciplinary Standard(s) Number and Description

HPE.2.2.2.B.1 Explain what a decision is and why it advantageous to think before acting.

HPE.2.2.2.C.CS1 Character traits are often evident in behaviors exhibited by individuals when interacting with others.

HPE.2.4.2.B.CS1 Gender-specific similarities and differences exist between males and females

1-LS1-1.LS1.A.1 All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

1-LS1-1.LS1.D.1 Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.

1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

1-LS1-2.LS1.B.1 Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.

1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

1-LS3-1.LS3.B.1 Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

1-ESS1-2.ESS1.B.1 Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

### Enduring Understandings:

Readers understand that authors write stories to inform or entertain.

Readers understand that it is important to retell a story with the proper sequence of events.

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Readers understand that different seasons have specific characteristics and cause changes.

Readers understand they can use details and text and graphic features to answer questions about texts.

Readers understand the relationship between cause and effect.

Readers understand how to use details to define differences and similarities between characters in stories.

Readers understand the function of a silent e, and the difference between long and short vowel sounds.

Writers understand that they can use details through research to write reports and informational sentences.

**Predicted Misunderstandings:** Reading words with short/long vowels sounds and consonant blends. Recognizing and interpreting author's purpose, to entertain or inform. Properly sequencing the events of the story using important details. Understanding the relationship between cause and effect - cause comes before the effect. Understanding similarities (same) and differences between characters and texts.

### Essential Questions :

Why do authors write stories?

Why is the order of story events important?

What changes do the different seasons cause?

What clues help you figure out why events happen?

How are animals the same and different?

How do the illustrations help us to understand the narrative?

How can we use topics, causes or objects that define us to help us write reports?

How can I combine collection writing and review structure to support writing a book review?

How do I read long vowel sounds?

### 21<sup>st</sup> Century Connections

Check all that apply.			Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, and/or <b>A</b> -Assessed in this unit by marking <b>E, T, A</b> in the box before the appropriate skill.		
21 <sup>st</sup> Century Interdisciplinary Themes			21 <sup>st</sup> Century Skills		
	<input checked="" type="checkbox"/>	Global Awareness		<input checked="" type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
	<input checked="" type="checkbox"/>	Environmental Literacy		<input checked="" type="checkbox"/> E	Creativity and Innovation
	<input checked="" type="checkbox"/>	Health Literacy		<input checked="" type="checkbox"/> E,T	Communication and Collaboration

## Middle Township Public Schools – K-5 ELA Unit Plan Template

x	Civic Literacy	E	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		E	Social and Cross-Cultural Skills
		E	Productivity and Accountability
		E	Leadership and Responsibility
		E,T,A	Information Literacy Skills
			Media Literacy Skills
		E,T	Information, Communication, and Technology (ICT) Literacy

**Career Ready Practices:**  
*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*

	E	CRP1. Act as a responsible and contributing citizen and employee
	E,T,A	CRP2. Apply appropriate academic and technical skills
	E	CRP3. Attend to personal health and financial well-being
	E,T,A	CRP4. Communicate clearly and effectively with reason
	E,T	CRP5. Consider the environmental, social and economic impacts of decisions
	E	CRP6. Demonstrate creativity and innovation

## Middle Township Public Schools – K-5 ELA Unit Plan Template

		CRP7. Employ valid and reliable research strategies
	E,T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E,T	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E,T	CRP11. Use technology to enhance productivity
	E,T	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>		
<b><i>Students will know....</i></b> How to use illustrations and details in a story to describe characters, settings, and major events. How to identify irregularly spelled words. How to identify and use the th, sh, wh, and ph digraphs. How to use proper nouns to identify People, Places, or Pets. How to find the author's purpose for writing a text. How to identify, compare, and contrast the experiences of characters in stories. How to read words with -s, -es, -ed, and -ing. How to identify the roles of the author and photographer/illustrator in stories. How to categorize and classify color words. How to read and use possessive nouns with 's. How to identify and sequence the events of a story. How to identify homophones.		<b><i>Students will be able to (do)...</i></b> Describe characters, settings, and major events in a story, using key details Read weekly high frequency (irregularly spelled) words. Learn the sound/spelling for digraph th, sh, wh, ph. Identify proper nouns. Explain the author's purpose for writing a given text. Compare and contrast the adventures and experiences of characters in stories. Recognize base words –s,-es, -ed, and –ing. Identify the roles of the author and photographer/illustrator. Use context to classify and categorize color words. Read and use possessives with 's. Sequence the events of a story. Use context to recognize the correct homophone. Use subjects and verbs in sentences. Identify cause-effect relationships. Learn about contractions 's, n't.

## Middle Township Public Schools – K-5 ELA Unit Plan Template

<p>How to construct sentences with subjects and verbs.</p> <p>How to identify cause-effect relationships.</p> <p>How to read contractions with 's and n't.</p> <p>How to identify and read words with silent e.</p> <p>How to identify present and past tense verbs.</p> <p>How to draw conclusions using text details.</p> <p>How to use context clues to classify and categorize number words.</p> <p>How to use is and are.</p> <p>How and when to use words with the suffixes -er and -est.</p>	<p>Distinguish long from short vowel sounds in spoken single syllable words.</p> <p>Read and speak the sound/spelling for long a.</p> <p>Use present and past tense verbs.</p> <p>Draw conclusions from text details.</p> <p>Use context clues to classify and categorize number words.</p> <p>Read and Speak the sound/spelling for long i.</p> <p>Learn about the use of is and are.</p> <p>Read and use words with the suffixes –er and –est.</p>
<b>Key Vocabulary and Terms:</b>	
<p>Lesson 11: biggest, feet, grow, manatees, ocean, penguins, sea otters, turtle, warm, whales</p> <p>Lesson 12: danced, flowers, giraffe, hyena, leopard, paint, zebra</p> <p>Lesson 13: blow, day, leaves, school, seeds, snow, snowman, spring, summer, fall, winter</p> <p>Lesson 14: cottontail, hay, hooray, lizard, race, roadrunner</p> <p>Lesson 15: amphibians, body, breathe, feathers, group, hair, mammals, reptiles, tadpoles, tails, wings</p> <p>Author's Purpose, Cause and Effect, Command, Details, Drawing Conclusions, Homophone, Infer, Informational Text, Informative Writing, Predict, Proper Noun, Punctuation, Question, Sequence of Events, Subject, Text and Graphic Features, Verb, Visualize</p>	
<b>Texts Included (List in Order of Increasing Complexity)</b>	<b>Check Type</b>
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>	<div>L</div> <div>I</div>
<b>Structure (Check appropriate choice):</b> _____ C/C _____ C/E _____ P/S _____ S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N <b>Title/Information:</b> At Home in the Ocean T24-T32	<div></div> <div>x</div>
<b>Structure (Check appropriate choice):</b> _____ C/C _____ C/E _____ P/S <input checked="" type="checkbox"/> S/O _____ D _____ N <b>Title/Information:</b> How Leopard Got His Spots T122-T131	<div>x</div> <div></div>

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<b>Structure (Check appropriate choice):</b> ____ C/C ____x__ C/E ____ P/S ____ S/O ____ D ____ N <b>Title/Information:</b> Seasons T222-T232		x
<b>Structure (Check appropriate choice):</b> ____ C/C ____x__ C/E ____ P/S ____ S/O ____ D ____ N <b>Title/Information:</b> The Big Race T326-T336	x	
<b>Structure (Check appropriate choice):</b> ____ C/C ____x__ C/E ____ P/S ____ S/O ____ D ____ N <b>Title/Information:</b> Animal Groups T428-T438		x
<b>Writing Assignments</b>	<b>Check Type</b>	
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research</b>	O	E
____X__ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____x__ D ____ N <b>Title/Description:</b> At Home in the Ocean Informative Writing: Sentences		x
____X__ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____x__ S/O ____x__ D ____ N <b>Title/Description:</b> How Leopard Got His Spots Informative Writing: Instructions		x
____ P or ____X__ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____x__ D ____ N <b>Title/Description:</b> Seasons Informative Writing: Sentences		x
____X__ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____x__ D ____ N <b>Title/Description:</b> The Big Race Informative Writing: Report		x
____X__ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____x__ D ____ N <b>Title/Description:</b> Animal Groups		x



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Informative Writing: Report					
<b>Assessment Evidence:</b>					
<b><i>Performance Tasks:</i></b> Rubrics Progress Monitoring Response to Literature Independent Practice Reader's Notebook Reader's Notebook Response Running Records Writing Response	<b><i>Other Assessment Measures:</i></b> Fountas and Pinnell Benchmark Assessment Writing Assessment Sight Word Benchmarks Guided Reading Observations Literacy Center work Portfolio Anecdotal records Picture walk observations Oral response Drawing response Written response Text/text; text/self; text/ world connections <i>Journal response</i> Weekly Written Assessments Spelling Comprehension Words to Know Phonics Grammar				
<b><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></b>					
1. <i>Phonics</i>	<b>Option 1:</b> Show and discuss letter cards with students. Students will identify letters and letter sounds. Students will blend sounds on cards.				

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	<p><b>Option 2:</b> Teacher will say letter sound, students will write corresponding letters on white boards.</p> <p><b>Option 3:</b> Teacher will write letters, students will identify and blend sounds.</p> <p><b>Option 4:</b> Teacher will say a word, students will respond whether or not the word has a specific letter sound (thumb up, thumb down.)</p> <p><b>Option 5:</b> Students can look around the room for words and objects containing the specific letter sound.</p> <p><b>Option 6:</b> Students will match pictures with words</p> <p><b>Option 7:</b> Students will list words that follow phonics rule taught as they discover them throughout the unit.</p> <p><b>*D:</b> Teacher will work with small groups or struggling learners using manipulatives (letter tiles, play doh, sand.) Higher level learners will generate their own words with the designated sound.</p>
2. Shared Reading - Comprehension Strategies	<p>Prereading:</p> <ul style="list-style-type: none"> <li>● Option 1: Students will preview words to know and key vocabulary.</li> <li>● Option 2: Students will complete an activating strategy to preview new content <ul style="list-style-type: none"> <li>○ 3,2,1, KWL, Word Splash, Think , Pair, Share, Carousel Brainstorming, Entrance Ticket, Quick Write, Post its, Frayer, Sentence Starter, Journal Entry, Acrostic, Flip Book, 4 square</li> </ul> </li> </ul> <p>First Read Day 1:</p> <ul style="list-style-type: none"> <li>● Students will listen to anchor text read by teacher or Smart Board. Students and teacher will ask and answer questions as story is being read for the first time. Teacher will stop often for class discussion- asking and answering questions, reading captions, predicting events, and observing and noting illustrations. Also teacher will help clarify confusion.</li> </ul> <p>Day 2 Focus on Comprehension Strategy.</p> <p>Introduce and teach comprehension strategy. Students will apply strategy in anchor text or other story. Students will show understanding of comprehension strategy both in isolation and working with the anchor text. Teacher will model various skills. Students will respond to text and support their responses with text evidence.</p> <p><b>*D</b> Reteach as needed. Reinforce strategy/skill at a center or small group</p>
3. Independent Comprehension Reading	<p>Day 3-Students will read anchor text independently. Students will use anchor text to complete comprehension activities independently. St will write a response to anchor text.</p> <p><b>*D:</b> Struggling students can read with partners or small group to read and comprehend anchor text.</p>
4. Guided Reading	<p>Teacher will work in small group based on students' reading level. Teacher will preview the book with students and</p>

## Middle Township Public Schools – K-5 ELA Unit Plan Template

	<p>introduce new vocabulary and focus on teaching point.</p> <p><b>*D:</b> Guided reading groups are formed based on reading level. For higher level learners, students will use post-it's to keep track of their thinking while reading independently. Students write questions, and make connections as they independently read the new book.</p>
5. Writing	<p><b>Option 1:</b> Projectables taught as a whole group lesson</p> <p><b>Option 2:</b> Shared writing on chart paper/Journeys Flip Chart</p> <p><b>Option 3:</b> Independent journal writing responses with teacher conferencing</p> <p><b>Option 4:</b> Core Curriculum Writing Handbook</p> <p><b>Option 5:</b> Mini-lesson and follow up writing response practicing the lesson.</p> <p><b>*D:</b> Reteach in small groups, reinforce at centers, extra practice,</p>
6. Literacy Centers	<p>Teacher will provide literacy center activities to reinforce all ELA strategies and skills in this unit. Centers may include but are not limited to...</p> <ul style="list-style-type: none"> <li>● Comprehension Centers- Flip Book Sequence, Venn Diagram Compare/Contrast,</li> <li>● Computer/Ipad/ChromeBook Centers</li> <li>● Online Literacy Activities</li> <li>● Read/Listen to a book online</li> <li>● Listening/Comprehension Centers</li> <li>● Literature Response</li> <li>● Making Words Center</li> <li>● Poetry Center</li> <li>● Pocket Chart Re-order</li> <li>● Research Center</li> <li>● Venn Diagram Sort/Write</li> <li>● Word Wall Activities</li> <li>● Work Work Centers- Words to Know and Spelling Practice - Roll and Read, Roll a Word, WTK Memory Match, Sort and Write, ABC order, Bingo,</li> <li>● Writing Center- Narrative, Informative and Opinion Writing Activities</li> </ul>

## Middle Township Public Schools – K-5 ELA Unit Plan Template

<p>7. Additional General /Specific Modifications</p>	<ul style="list-style-type: none"> <li>● Previewing New Content- Activator</li> <li>● Mini-lessons</li> <li>● Think pair share</li> <li>● Partner pairs</li> <li>● Repeated practice</li> <li>● Sequenced Review</li> <li>● Directed questioning and responses</li> <li>● Sequenced tasks from easy to difficult</li> <li>● Individual/Small Group/Whole Group</li> <li>● Cooperative groups</li> <li>● Independent Writing</li> <li>● Graphic Organizers</li> <li>● Skill-based groups</li> <li>● Make Predictions/infer</li> <li>● Modeling-teacher demonstrates, students use model to problem solve</li> <li>● Meaningful real life connections</li> <li>● Think aloud connections</li> <li>● Summarizing Activities- ticket out the door, post-it review, 3,2,1,</li> </ul> <p><b><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></b></p> <p><b><i>Individualized Education Plans (IEPs):</i></b></p> <ul style="list-style-type: none"> <li>⇒ Exemplars of varied performance levels</li> <li>⇒ Multi-media presentations Consultation with ESL teachers</li> <li>⇒ Manipulatives</li> <li>⇒ Tiered/Scaffolded Lessons</li> <li>⇒ Mnemonic devices</li> <li>⇒ Visual aids</li> <li>⇒ Modeling</li> </ul>
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## Middle Township Public Schools – K-5 ELA Unit Plan Template

- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

### *Advanced/Gifted Students:*

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments
- ⇒ Topic selection by interest

### Resources:

- Guided Reading Book Leveled Library- various publishers
- Benchmark Assessment System 1, 2nd edition for Grades K-2  
by Irene Fountas and Gay Su Pinnell  
The Ohio State University, 2013
- Writing Assessments/Scoring Rubric- MT Elementary #1
- Sight Word Assessment- MT Elementary #1
- Journeys Houghton Mifflin Harcourt Teacher Manual and Student Text and Workbooks
  - Journeys Unit Assessment Tests
  - Journeys Leveled Readers
  - Journeys Progress Monitoring Assessments
  - Journeys Focus Wall
  - Projectables
  - Letter Cards

## Middle Township Public Schools – K-5 ELA Unit Plan Template

- Flip Chart
- Picture Cards
- [www.thinkcentral.com](http://www.thinkcentral.com)

Suggested Time Frame	30 days
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*\*D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	ELA	Grade: 1
Unit Plan Title:	Unit 4 - Places and Transportation	
Overview/Rationale		
Students will determine the main idea and details of a story, compare and contrast story elements, use story parts to determine author’s purpose, use story details to draw conclusions, and practice the skill of cause and effect. Additionally, students will practice forming and writing questions, work with different kinds of sentences, practice writing names of months, days, and holidays, and work with future tense words. In this unit, student will write a personal narrative using the writing process.		
Standard(s) Number and Description		
Standards for Reading		
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.		
RL.1.3- Describe characters, settings, and major event(s) in a story, using key details.		
RL.1.4- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		

## Middle Township Public Schools – K-5 ELA Unit Plan Template

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 text complexity or above.

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.1.5- 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.1.7- Use the illustrations and details in a text to describe its key ideas.

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).

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

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

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

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

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

### Standards for Writing

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.1.6- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Standards for Speaking and Listening

SL.1.1B- 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.

### Standards for Language

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

## Middle Township Public Schools – K-5 ELA Unit Plan Template

L.1.1E- 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.1.1J- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  
 L.1.2A- Capitalize dates and names of people.  
 L.1.2B- Use end punctuation for sentences.  
 L.1.2D- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
 L.1.4B- 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.  
 L.1.5A- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  
 L.1.5B- 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.1.5C- Identify real-life connections between words and their use (e.g., note places at home that are cozy).  
 L.1.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

### Technology Standard(s) Number and Description

8.1.P.A.5- Demonstrate the ability to access and use resources on a computing device.  
 8.1.2.A.4- Demonstrate developmentally appropriate navigation skills in virtual environments (I.e. games, museums).  
 8.1.P.C.1- Collaborate with peers by participating in interactive digital games or activities.  
 8.1.P.E.1- Use the internet to explore or investigate questions with a teacher's support.

### Interdisciplinary Standard(s) Number and Description

SOC.6.3.4.CS1- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.  
 SOC.6.3.4.CS3- Are aware of their relationships to people, places, and resources in the local community and beyond.  
 HPE.2.1.2.E.CS1-Many factors at home, school, and in the community impact social and emotional health.

### Enduring Understandings:

#### *Students will understand that...*

We discover new things every day.  
 Readers develop a deeper understanding through reflections of text.  
 Knowing the main idea and key details impact the reader's comprehension of the text.  
 Retelling the main idea and key details of a text reflect a deeper understanding of what was read.

**Predicted Misunderstandings:** Distinguishing between cause and effect. Correctly adding suffixes and prefixes to words. Use of proper nouns.

### Essential Questions :



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What is important to know about the moon?  
 How are ways to travel the same and different?  
 Why do authors write nonfiction?  
 What clues help you figure out how characters feel?  
 How does identifying the main idea and details of a story help me better understand the story?  
 How does a reader use syntax/context to aid in determining meaning of vocabulary words.  
 How does compare and contrast story elements help us to better understand the story?  
 How does identifying story details determine author's purpose?  
 How do I use story details to draw conclusions?  
 How does understanding cause and effect help to be a better reader?  
 Why is asking and writing questions important?  
 Why do authors write nonfiction?

### 21<sup>st</sup> Century Connections

*Check all that apply.*

*Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A in the box before the appropriate skill.*

#### 21<sup>st</sup> Century Interdisciplinary Themes

#### 21<sup>st</sup> Century Skills

		Global Awareness	E, T, A	Critical Thinking and Problem Solving
X		Environmental Literacy	E	Creativity and Innovation
X		Health Literacy	E, T	Communication and Collaboration
		Civic Literacy	E	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
			E, T	Social and Cross-Cultural Skills

**Career Ready Practices:**

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

## Middle Township Public Schools – K-5 ELA Unit Plan Template

E, T	CRP12. Work productively in teams while using cultural global competence	
<b>Student Learning Goals/Objectives:</b>		
<p><b><i>Students will know....</i></b></p> <ul style="list-style-type: none"> <li>• how to identify cause and effect.</li> <li>• how to compare and contrast story elements.</li> <li>• how to identify author’s purpose.</li> <li>• how to sequence events in a text.</li> <li>• how to identify main idea and details.</li> <li>• how to use syntax/context to aid in determining meaning of vocabulary words.</li> <li>• how to write a personal narrative.</li> <li>• the sound/spelling for long o.</li> <li>• the sound/spelling for long u.</li> <li>• how to use morphology to understand words with the -y and -ful suffixes.</li> <li>• the sound/spelling for ay and ai.</li> <li>• how to use context to determine the meaning of multiple-meaning words.</li> <li>• the sound/spelling for oa and ow.</li> <li>• how to use context to identify and use synonyms.</li> <li>• words with short vowel ea.</li> </ul>		<p><b><i>Students will be able to (do)...</i></b></p> <ul style="list-style-type: none"> <li>• listen to a nonfiction article for information.</li> <li>• ask and write questions.</li> <li>• identify and restate the main idea of a selection.</li> <li>• identify important facts and details.</li> <li>• identify and use months, days, and holidays.</li> <li>• explain the author’s purpose by identifying clues in a text.</li> <li>• identify the role of author and photographer.</li> <li>• understand and use future tense verbs.</li> <li>• draw conclusions based on text details.</li> <li>• understand and use verbs with will.</li> <li>• understand and use verbs with going to.</li> <li>• combine and segment syllables in compound words.</li> <li>• identify cause and effect relationships in a text.</li> <li>• understand and use prepositional phrases that tell when and where.</li> <li>• write a personal narrative using the writing process.</li> </ul>
<b>Key Vocabulary and Terms:</b>		
Lesson 16: crater, footprints, gravity, lunar, rocket, rover		
Lesson 17: desert, engine, exclaimed, island, jumpy, parachute, stubborn, travel, troubles, tunnel		

## Middle Township Public Schools – K-5 ELA Unit Plan Template

Lesson 18: chocolate, favorite, paddies, vegetable

Lesson 19: Tomás Rivera, Texas, born, library, people, stories, family, teacher

Lesson 20: apple, Beaver, Goose, happily ever after, oh, says, sky, told

cause and effect, compare and contrast, contraction, drawing conclusions, future tense, nonfiction, proper noun, prefix, suffix, synonyms, tale

Texts Included (List in Order of Increasing Complexity)										Check Type			
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>										L		I	
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O <u>__X__</u> D ____ N <b>Title/Information:</b> Let’s Go to the Moon T24												X	
<b>Structure (Check appropriate choice):</b> <u>__X__</u> C/C ____ C/E ____ P/S ____ S/O ____ D ____ N <b>Title/Information:</b> The Big Trip T126										X			
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O <u>__X__</u> D ____ N <b>Title/Information:</b> Where Does Food Come From? T228												X	
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S <u>__X__</u> S/O ____ D ____ N <b>Title/Information:</b> Tomas Rivera T330												X	
<b>Structure (Check appropriate choice):</b> ____ C/C <u>__X__</u> C/E ____ P/S ____ S/O ____ D ____ N <b>Title/Information:</b> Little Rabbit’s Tale T428										X			
Writing Assignments										Check Type			
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research</b>										O	E	N	R
<u>__</u> Process <u>__X__</u> On Demand AND <b>Structure:</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u>__X__</u> N <b>Title/Description:</b> Let’s Go to the Moon/Sentences												X	
<u>_____</u> P or <u>__X__</u> OD and <b>Structure:</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u>__X__</u> N <b>Title/Description:</b> The Big Trip/Sentences about yourself												X	

## Middle Township Public Schools – K-5 ELA Unit Plan Template

<b><u>  X  </u> P or <u>      </u> OD and Structure: <u>      </u> C/C <u>      </u> C/E <u>      </u> P/S <u>      </u> S/O <u>      </u> D <u>  X  </u> N</b> <b>Title/Description:</b> Where Does Food Come From?/Friendly Letter			X	
<b><u>  X  </u> P or <u>      </u> OD and Structure: <u>      </u> C/C <u>      </u> C/E <u>      </u> P/S <u>      </u> S/O <u>      </u> D <u>  X  </u> N</b> <b>Title/Description:</b> Tomas Rivera/Personal Narrative			X	
<b><u>  X  </u> P or <u>      </u> OD and Structure: <u>      </u> C/C <u>      </u> C/E <u>      </u> P/S <u>      </u> S/O <u>      </u> D <u>  X  </u> N</b> <b>Title/Description:</b> Little Rabbit's Tale/Personal Narrative			X	
<b>Assessment Evidence:</b>				
<b>Formative</b> Progress Monitoring Response to Literature Independent Practice Reader's Notebook Reader's Notebook Response Running Records Writing Response Weekly Written Assessments <div style="margin-left: 20px;">           Spelling            Comprehension            Words to Know            Phonics            Grammar         </div>	<b>Summative</b> Fountas and Pinnell Benchmark Assessment Writing Assessment Sight Word Benchmarks Guided Reading Observations Literacy Center work Portfolio Anecdotal records Picture walk observations Rubrics Oral response Drawing response Written response Text/text; text/self; text/ world connections <i>Journal response</i>			
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>				
<i>Instructional Strategies and Activities</i>	<b>Description with Modifications, number of days, etc.</b>			

## Middle Township Public Schools – K-5 ELA Unit Plan Template

<p>1. Phonics</p>	<p><b>Option 1:</b> Show and discuss letter cards with students. Students will identify letters and letter sounds. Students will blend sounds on cards.</p> <p><b>Option 2:</b> Teacher will say letter sound, students will write corresponding letters on white boards.</p> <p><b>Option 3:</b> Teacher will write letters, students will identify and blend sounds.</p> <p><b>Option 4:</b> Teacher will say a word, students will respond whether or not the word has a specific letter sound (thumb up, thumb down.)</p> <p><b>Option 5:</b> Students can look around the room for words and objects containing the specific letter sound.</p> <p><b>Option 6:</b> Students will match pictures with words</p> <p><b>Option 7:</b> Students will list words that follow phonics rule taught as they discover them throughout the unit.</p> <p><b>*D:</b> Teacher will work with small groups or struggling learners using manipulatives (letter tiles, play doh, sand.) Higher level learners will generate their own words with the designated sound.</p>
<p>2. Shared Reading - Comprehension Strategies</p>	<p>Prereading:</p> <ul style="list-style-type: none"> <li>● Option 1: Students will preview words to know and key vocabulary.</li> <li>● Option 2: Students will complete an activating strategy to preview new content <ul style="list-style-type: none"> <li>○ 3,2,1, KWL, Word Splash, Think , Pair, Share, Carousel Brainstorming, Entrance Ticket, Quick Write, Post its, Frayer, Sentence Starter, Journal Entry, Acrostic, Flip Book, 4 square</li> </ul> </li> </ul> <p>First Read Day 1:</p> <ul style="list-style-type: none"> <li>● Students will listen to anchor text read by teacher or Smart Board. Students and teacher will ask and answer questions as story is being read for the first time. Teacher will stop often for class discussion- asking and answering questions, reading captions, predicting events, and observing and noting illustrations. Also teacher will help clarify confusion.</li> </ul> <p>Day 2 Focus on Comprehension Strategy.</p> <p>Introduce and teach comprehension strategy. Students will apply strategy in anchor text or other story. Students will show understanding of comprehension strategy both in isolation and working with the anchor text. Teacher will model various skills. Students will respond to text and support their responses with text evidence.</p> <p><b>*D</b> Reteach as needed. Reinforce strategy/skill at a center or small group</p>
<p>3. Independent Comprehension Reading</p>	<p>Day 3-Students will read anchor text independently. Students will use anchor text to complete comprehension activities independently. St will write a response to anchor text.</p> <p><b>*D:</b> Struggling students can read with partners or small group to read and comprehend anchor text.</p>

## Middle Township Public Schools – K-5 ELA Unit Plan Template

4. <i>Guided Reading</i>	<p>Teacher will work in small group based on students' reading level. Teacher will preview the book with students and introduce new vocabulary and focus on teaching point.</p> <p><b>*D:</b> Guided reading groups are formed based on reading level. For higher level learners, students will use post-it's to keep track of their thinking while reading independently. Students write questions, and make connections as they independently read the new book.</p>
5. <i>Writing</i>	<p><b>Option 1:</b> Projectables taught as a whole group lesson</p> <p><b>Option 2:</b> Shared writing on chart paper/Journeys Flip Chart</p> <p><b>Option 3:</b> Independent journal writing responses with teacher conferencing</p> <p><b>Option 4:</b> Core Curriculum Writing Handbook</p> <p><b>Option 5:</b> Mini-lesson and follow up writing response practicing the lesson.</p> <p><b>*D:</b> Reteach in small groups, center follow up, journal writing practice, workbook practice pages</p>
6. <i>Literacy Centers</i>	<p>Teacher will provide literacy center activities to reinforce all ELA strategies and skills in this unit. Centers may include but are not limited to...</p> <p>Comprehension Centers- Flip Book Sequence, Venn Diagram Compare/Contrast, Computer/Ipad/ChromeBook Centers</p> <p style="padding-left: 40px;">Online Literacy Activities</p> <p style="padding-left: 40px;">Read/Listen to a book online</p> <p>Listening/Comprehension Centers</p> <p>Literature Response</p> <p>Making Words Center</p> <p>Poetry Center</p> <p>Pocket Chart Re-order</p> <p>Research Center</p> <p>Venn Diagram Sort/Write</p> <p>Word Wall Activities</p> <p>Work Work Centers- Words to Know and Spelling Practice - Roll and Read, Roll a Word, WTK Memory Match, Sort and Write, ABC order, Bingo,</p> <p>Writing Center- Narrative, Informative and Opinion Writing Activities</p>
7. <i>Additional General /Specific</i>	<ul style="list-style-type: none"> <li>● Previewing New Content- Activator</li> </ul>

## Middle Township Public Schools – K-5 ELA Unit Plan Template

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<i>Modifications</i>	<ul style="list-style-type: none"> <li>● Mini-lessons</li> <li>● Think pair share</li> <li>● Partner pairs</li> <li>● Repeated practice</li> <li>● Sequenced Review</li> <li>● Directed questioning and responses</li> <li>● Sequenced tasks from easy to difficult</li> <li>● Individual/Small Group/Whole Group</li> <li>● Cooperative groups</li> <li>● Independent Writing</li> <li>● Graphic Organizers</li> <li>● Skill-based groups</li> <li>● Make Predictions/infer</li> <li>● Modeling-teacher demonstrates, students use model to problem solve</li> <li>● Meaningful real life connections</li> <li>● Think aloud connections</li> <li>● Summarizing Activities- ticket out the door, post-it review, 3,2,1,</li> </ul> <p><b><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></b></p> <p><b><i>Individualized Education Plans (IEPs):</i></b></p> <ul style="list-style-type: none"> <li>⇒ Exemplars of varied performance levels</li> <li>⇒ Multi-media presentations Consultation with ESL teachers</li> <li>⇒ Manipulatives</li> <li>⇒ Tiered/Scaffolded Lessons</li> <li>⇒ Mnemonic devices</li> <li>⇒ Visual aids</li> <li>⇒ Modeling</li> <li>⇒ Guided note-taking</li> <li>⇒ Study Guides</li> </ul>
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## Middle Township Public Schools – K-5 ELA Unit Plan Template

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	<p>⇒ Modified homework</p> <p>⇒ Differentiated pre-typed class notes and example problems</p> <p><b><i>Advanced/Gifted Students:</i></b></p> <p>⇒ Open-ended responses</p> <p>⇒ Curriculum Compacting</p> <p>⇒ Advanced problems to extend the critical thinking skills of advanced learner</p> <p>⇒ Supplemental reading material for independent study</p> <p>⇒ Flexible grouping</p> <p>⇒ Tiered assignments</p> <p style="padding-left: 20px;">Topic selection by interest</p>
<b>Resources:</b>	
<ul style="list-style-type: none"> <li>● Guided Reading Book Leveled Library- various publishers</li> <li>● Benchmark Assessment System 1, 2nd edition for Grades K-2 by Irene Fountas and Gay Su Pinnell The Ohio State University, 2013</li> <li>● Writing Assessments/Scoring Rubric- MT Elementary #1</li> <li>● Sight Word Assessment- MT Elementary #1</li> <li>● Journeys Houghton Mifflin Harcourt Teacher Manual and Student Text and Workbooks <ul style="list-style-type: none"> <li>○ Journeys Unit Assessment Tests</li> <li>○ Journeys Leveled Readers</li> <li>○ Journeys Progress Monitoring Assessments</li> <li>○ Journeys Focus Wall</li> <li>○ Projectables</li> <li>○ Letter Cards</li> <li>○ Flip Chart</li> <li>○ Picture Cards</li> </ul> </li> </ul>	

## Middle Township Public Schools – K-5 ELA Unit Plan Template

o www.thinkcentral.com	
Suggested Time Frame	30 days ( 5 Journeys lessons)

\*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	ELA	Grade 1
Unit Plan Title:	Unit 5- Living, Learning, Being our Best!	
Overview/Rationale		
<p>First Grade students will complete the year by practicing previously introduced comprehension strategies. Students will describe and also compare all story elements (characters, setting, and events). They also make inferences about a character’s feelings, actions, relationships, and speech to deepen their understanding of text. Students will also identify the reasons an author gives to support points in a text and explain. Students will identify and use various pronouns. Students will read with sufficient accuracy and fluency to support comprehension while independently reading.</p> <p>In this 6-7 week unit, students are encouraged to build upon reading foundations to distinguish short and long vowel words and vowel patterns. Students will begin to decode two syllable words. This unit will allow students an opportunity to write and produce all three text types: narrative, informative and opinion. Students will enhance their narrative and informative (how to reports) writing skills. Students will learn to write opinion pieces. Students write paragraph stating their opinions on a topic. St will use exclamation marks to end exclamatory words/sentences.</p>		
Standard(s) Number and Description		
Standards for Reading		
<p>RL.1.1- Ask and answer questions about key details in a text.</p> <p>RL.1.3- Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RL.1.4- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</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.1.7- 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>		

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

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.1.5- 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.1.7- Use the illustrations and details in a text to describe its key ideas.

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).

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.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.1.3.D - Distinguish long and short vowels when reading regularly spelled one-syllable words.

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

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.

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

### Standards for Writing

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.1.3- 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.1.6 - 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.

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### Standards for Speaking and Listening

- SL.1.1.A - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1.C - Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.

### Standards for Language

- L.1.1.D - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)
- L.1.1.G - Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- L.1.1.J - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2.B - Use end punctuation for sentences.
- L.1.2.D - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- L.1.2.E - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4.A - Use sentence-level context as a clue to the meaning of a word or phrase
- L.1.4.B - Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- L.1.4.C - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- L.1.5.D - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- 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).

### Technology Standard(s) Number and Description

- TECH.8.1.2.A.2 - Create a document using a word processing application.*
- TECH.8.1.2.B.1 - Illustrate and communicate original ideas and stories using multiple digital tools and resources.*
- TECH.8.1.2.E.CS3 - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks*

### Interdisciplinary Standard(s) Number and Description

- VPA.1.3.2.D.2 - Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial

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representation

LS1-1.LS1.A.1 - All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

LS1-1.LS1.D.1 - Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs

LS1-2.LS1.B.1 Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.

HPE.2.1.2.C.3 - Determine how personal feelings can affect one's wellness.

HPE.2.1.2.E.CS1 -Many factors at home, school, and in the community impact social and emotional health.

HPE.2.1.2.E.1 - Identify basic social and emotional needs of all people.

### Enduring Understandings:

#### ***Students will understand that...***

Living things change as they grow.

You should always try your best.

Text clues help the reader understand characters and their feelings, setting and major events.

Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help students figure out unfamiliar words while reading.

Knowing how words work will make students better readers.

Knowing that good readers know strategies to help them read more fluently.

Knowing that writers express themselves in various forms of text.

Good speakers and listeners express their ideas clearly.

Writers know language, capitalization, punctuation and grammar help the reader better understand the writer/speaker.

Synonyms for verbs and adjectives have shades of meaning.

**Misunderstandings: Root words, affixes Understanding concept of an opinion, figurative language, confusion with various sounds of vowel**

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**digraphs and diphthongs ( oo, ou, ew, ou,ow )**

### Essential Questions :

How do strategic readers create meaning from informational and literary text?  
 How does interaction with text provoke thinking and response?  
 Why do authors use certain details to support points in texts.  
 What can a reader know about an author's intentions based only on a reading of the text?  
 What clues tell you why animals look as they do?  
 What causes events in a story to happen?  
 What can you learn from story characters?  
 How does understanding the structure of a story help be better comprehend the story?  
 How do words and photos together give information?  
 How can understanding how words work help me to grow as a reader?  
 How can identifying and understanding patterns in words help me learn how to decode unknown words?  
 What clues within the word can help us figure out the word's meaning (prefixes, suffixes)?  
 How do I write a summary?  
 How do I write a "how to" report?  
 How and why does reading fluently help me become a better reader?  
 How can I organize my thoughts and words to express and support my opinion?  
 How do we express our opinion about a topic or book in writing?  
 How does figurative language help me better understand an author's meaning?  
 How do synonyms have slightly different meanings?

### 21<sup>st</sup> Century Connections

*Check all that apply.*

*Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A in the box before the appropriate skill.*

#### 21<sup>st</sup> Century Interdisciplinary Themes

#### 21<sup>st</sup> Century Skills

☐ Global Awareness

☒ E

Critical Thinking and Problem Solving

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X	Environmental Literacy	T	Creativity and Innovation
X	Health Literacy	T,A	Communication and Collaboration
	Civic Literacy		Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		E,T	Social and Cross-Cultural Skills
		E	Productivity and Accountability
		E	Leadership and Responsibility
		E,T	Information Literacy Skills
		E,T	Media Literacy Skills
		T	Information, Communication, and Technology (ICT) Literacy

**Career Ready Practices:**

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

	E,T	CRP1. Act as a responsible and contributing citizen and employee
	E,T,A	CRP2. Apply appropriate academic and technical skills
	E	CRP3. Attend to personal health and financial well-being

## Middle Township Public Schools – K-5 ELA Unit Plan Template

E,T	CRP4. Communicate clearly and effectively with reason
T	CRP5. Consider the environmental, social and economic impacts of decisions
E,T	CRP6. Demonstrate creativity and innovation
E,T	CRP7. Employ valid and reliable research strategies
E,T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E,T	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>	
<b><i>Students will know....</i></b> <ul style="list-style-type: none"> <li>• <i>how to</i> compare and contrast story details, topics, characters, settings, plots, problems, themes, ideas across texts.</li> <li>• how to use context to recognize idioms</li> <li>• how to identify the reasons an author gives to support points in a text.</li> <li>• how to use syntax/context to aid in determining meaning of vocabulary words.</li> <li>• how to make inferences about characters' feelings, relationships, speech, and actions.</li> <li>• how to read fluently by maintaining an appropriate reading</li> </ul>	<b><i>Students will be able to (do)...</i></b> <ul style="list-style-type: none"> <li>• identify ways in which things are the same and different</li> <li>• compare and contrast story details, topics, characters, settings, plots, problems, themes, ideas across texts</li> <li>• use context to recognize idioms</li> <li>• identify the reasons an author gives to support points in a text.</li> <li>• use syntax/context to aid in determining meaning of vocabulary words.</li> <li>• make inferences about characters' feelings, relationships, speech, and actions.</li> <li>• read fluently by maintaining an appropriate reading speed</li> <li>• read fluently with accuracy and self-correcting</li> </ul>



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<div>speed.</div> <div><ul style="list-style-type: none"><li>• how to read fluently with accuracy and self-correcting.</li><li>• how to identify and use exclamations\ distinguish between questions and exclamations.</li><li>• how to write exclamations.</li><li>• how to write summaries.</li><li>• how to write opinion paragraphs.</li><li>• how to write a “how to “ report.</li><li>• how to use the writing process to write a final opinion piece.</li><li>• how to use pronouns in speaking and writing.</li><li>• how to use conjunctions in speaking and writing.</li><li>• synonyms have slightly different meaning.</li></ul></div>	<div><ul style="list-style-type: none"><li>• identify and use exclamations\ distinguish between questions and exclamations.</li><li>• write exclamations</li><li>• write opinion sentences using examples</li><li>• draft, revise, and proofread an opinion paragraph.</li><li>• identify and use pronouns in speaking and writing.</li><li>• use conjunctions in speaking and writing.</li><li>• identify shades of meaning in adjectives and verbs.</li></ul></div>	
Key Vocabulary and Terms:		
<div>Lesson 21: candles, frightened, poems, shouted, of course</div> <div>Lesson 22: amazing, camel, color, dolphin, polar bear, porcupine, toes</div> <div>Lesson 23: carton, empty, errand, grocery, happened, pocket, shadow, whirled</div> <div>Lesson 24: adult, blossoms, center, hundreds</div> <div>Lesson 26: blank, gazing, notices, squiggle, straight, swirly</div> <div>Lesson 27: binoculars, captain, computers, float, something</div> <div>Lesson 29: award, chapter, fancy, guy, rescue</div> <div>artist, emotion, figurative language, infer, opinion, pronouns, purpose</div>		
Texts Included (List in Order of Increasing Complexity)		Check Type
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational		<div>L</div> <div>I</div>
Structure (Check appropriate choice): <div><div>X</div> C/C <div>X</div> C/E <div>X</div> P/S <div>X</div> S/O <div></div> D <div>X</div> N</div>		<div>X</div>

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<b>Title/Information: The Garden T24</b>			
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O <u>  X  </u> D ____ N			X
<b>Title/Information: Amazing Animals T124</b>			
<b>Structure (Check appropriate choice):</b> ____ C/C <u>  X  </u> C/E <u>  X  </u> P/S <u>  X  </u> S/O ____ D <u>  X  </u> N	X		
<b>Title/Information: Whistle for Willie T222</b>			
<b>Structure (Check appropriate choice):</b> <u>  X  </u> C/C ____ C/E ____ P/S ____ S/O ____ D <u>  X  </u> N	X		
<b>Title/Information: The Dot T24</b>			
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O <u>  X  </u> D ____ N			X
<b>Title/Information: What Can You Do? T124</b>			
<b>Structure (Check appropriate choice):</b> <u>  X  </u> C/C ____ C/E <u>  X  </u> P/S ____ S/O ____ D <u>  X  </u> N	X		
<b>Title/Information: Hi! Fly Guy T322</b>			
<b>Writing Assignments</b>	<b>Check Type</b>		
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative <b>Type:</b> O = Opinion E = Explanatory/Informational N = Narrative R = Research	O	E	N
<u>  X  </u> Process ____ On Demand AND <b>Structure:</b> ____ C/C ____ C/E ____ P/S <u>  X  </u> S/O ____ D <u>  X  </u> N <b>Title/Description: The Garden-</b> Revising and proofreading narrative- add dialogue			X
<u>  X  </u> P or ____ OD and <b>Structure:</b> ____ C/C ____ C/E ____ P/S <u>  X  </u> S/O ____ D <u>  X  </u> N <b>Title/Description: Amazing Animals</b> Revising/proofreading -visualize to add details			X
<u>  X  </u> P or ____ OD and <b>Structure:</b> ____ C/C ____ C/E ____ P/S <u>  X  </u> S/O ____ D <u>  X  </u> N <b>Title/Description: Whistle for Willie</b> Revising/Proofreading- Story summary in sequence			X
<u>  X  </u> P or ____ OD and <b>Structure:</b> ____ C/C ____ C/E ____ P/S <u>  X  </u> S/O ____ D <u>  X  </u> N			X

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<b>Title/Description: Narrative Unit 5</b> <b>Planning and writing a narrative story</b>					
____ P or <u>  X  </u> OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O <u>  X  </u> D ____ N <b>Title/Description: The Dot</b> <b>Opinion vs Fact</b>		X			
____ P or <u>  X  </u> OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O <u>  X  </u> D ____ N <b>Title/Description: What Can You Do?</b> <b>Opinion with reason using the word because</b>		X			
<u>  X  </u> P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S <u>  X  </u> S/O <u>  X  </u> D ____ N <b>Title/Description: What Can You Do?</b> <b>How to Reports- T173</b>			X		X
____ P or <u>  X  </u> OD and Structure: ____ C/C <u>  X  </u> C/E ____ P/S ____ S/O <u>  X  </u> D ____ N <b>Title/Description: Fly Guy</b> <b>Opinion Paragraph</b>		X			
<u>  X  </u> P or ____ OD and Structure: ____ C/C <u>  X  </u> C/E ____ P/S ____ S/O <u>  X  </u> D ____ N <b>Title/Description: Opinion Unit 6</b> <b>Opinion Paragraph Proofreading and Revising</b>		X			
<b>Assessment Evidence:</b>					
<b>Performance Tasks:</b> Rubrics Progress Monitoring Response to Literature Independent Practice Reader's Notebook Reader's Notebook Response		<b>Other Assessment Measures:</b> Fountas and Pinnell Benchmark Assessment Writing Assessment Sight Word Benchmarks Guided Reading Observations Literacy Center work			

## Middle Township Public Schools – K-5 ELA Unit Plan Template

Running Records Writing Response How to Reports Final Opinion Piece Final Narrative Piece	Portfolio Anecdotal records Picture walk observations Oral response Drawing response Written response Text/text; text/self; text/ world connections <i>Journal response</i> Weekly Written Assessments Spelling Comprehension Words to Know Phonics Grammar
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities</i>	<b>Description</b>
1. Phonics	<b>Option 1:</b> Show and discuss letter cards with students. Students will identify letters and letter sounds. Students will blend sounds on cards. <b>Option 2:</b> Teacher will say letter sound, students will write corresponding letters on white boards. <b>Option 3:</b> Teacher will write letters, students will identify and blend sounds. <b>Option 4:</b> Teacher will say a word, students will respond whether or not the word has a specific letter sound (thumb up, thumb down.) <b>Option 5:</b> Students can look around the room for words and objects containing the specific letter sound. <b>Option 6:</b> Students will match pictures with words <b>Option 7:</b> Students will list words that follow phonics rule taught as they discover them throughout the unit.

## Middle Township Public Schools – K-5 ELA Unit Plan Template

	<p><b>*D:</b> Teacher will work with small groups or struggling learners using manipulatives (letter tiles, play doh, sand.) Higher level learners will generate their own words with the designated sound.</p>
2. Shared Reading - Comprehension Strategies	<p>Prereading:</p> <ul style="list-style-type: none"> <li>Option 1: Students will preview words to know and key vocabulary.</li> <li>Option 2: Students will complete an activating strategy to preview new content               <ul style="list-style-type: none"> <li>3,2,1, KWL, Word Splash, Think , Pair, Share, Carousel Brainstorming, Entrance Ticket, Quick Write, Post its, Frayer, Sentence Starter, Journal Entry, Acrostic, Flip Book, 4 square</li> </ul> </li> </ul> <p>First Read Day 1:</p> <ul style="list-style-type: none"> <li>Students will listen to anchor text read by teacher or Smart Board. Students and teacher will ask and answer questions as story is being read for the first time. Teacher will stop often for class discussion- asking and answering questions, reading captions, predicting events, and observing and noting illustrations. Also teacher will help clarify confusion.</li> </ul> <p>Day 2 Focus on Comprehension Strategy.</p> <p>Introduce and teach comprehension strategy. Students will apply strategy in anchor text or other story. Students will show understanding of comprehension strategy both in isolation and working with the anchor text. Teacher will model various skills. Students will respond to text and support their responses with text evidence.</p> <p><b>*D</b> Reteach as needed. Reinforce strategy/skill at a center or small group</p>
3. Independent Comprehension Reading	<p>Day 3-Students will read anchor text independently. Students will use anchor text to complete comprehension activities independently. St will write a response to anchor text.</p> <p><b>*D:</b> Struggling students can read with partners or small group to read and comprehend anchor text.</p>
4. Guided Reading	<p>Teacher will work in small group based on students' reading level. Teacher will preview the book with students and introduce new vocabulary and focus on teaching point.</p> <p><b>*D:</b> Guided reading groups are formed based on reading level. For higher level learners, students will use post-it's to keep track of their thinking while reading independently. Students write questions, and make connections as they independently read the new book.</p>
5. Writing	<p><b>Option 1:</b> Projectables taught as a whole group lesson</p> <p><b>Option 2:</b> Shared writing on chart paper/Journeys Flip Chart</p>

## Middle Township Public Schools – K-5 ELA Unit Plan Template

	<p><b>Option 3:</b> Independent journal writing responses with teacher conferencing</p> <p><b>Option 4:</b> Core Curriculum Writing Handbook</p> <p><b>Option 5:</b> Mini-lesson and follow up writing response practicing the lesson.</p> <p><b>*D:</b> Reteach in small groups, reinforce at centers, extra practice,</p>
6. Literacy Centers	<p>Teacher will provide literacy center activities to reinforce all ELA strategies and skills in this unit. Centers may include but are not limited to...</p> <ul style="list-style-type: none"> <li>● Comprehension Centers- Flip Book Sequence, Venn Diagram Compare/Contrast,</li> <li>● Computer/Ipad/ChromeBook Centers</li> <li>● Online Literacy Activities</li> <li>● Read/Listen to a book online</li> <li>● Listening/Comprehension Centers</li> <li>● Literature Response</li> <li>● Making Words Center</li> <li>● Poetry Center</li> <li>● Pocket Chart Re-order</li> <li>● Research Center</li> <li>● Venn Diagram Sort/Write</li> <li>● Word Wall Activities</li> <li>● Work Work Centers- Words to Know and Spelling Practice - Roll and Read, Roll a Word, WTK Memory Match, Sort and Write, ABC order, Bingo,</li> <li>● Writing Center- Narrative, Informative and Opinion Writing Activities</li> </ul>
7. Additional General /Specific Modifications	<ul style="list-style-type: none"> <li>● Previewing New Content- Activator</li> <li>● Mini-lessons</li> <li>● Think pair share</li> <li>● Partner pairs</li> <li>● Repeated practice</li> <li>● Sequenced Review</li> <li>● Directed questioning and responses</li> </ul>

## Middle Township Public Schools – K-5 ELA Unit Plan Template

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- Sequenced tasks from easy to difficult
- Individual/Small Group/Whole Group
- Cooperative groups
- Independent Writing
- Graphic Organizers
- Skill-based groups
- Make Predictions/infer
- Modeling-teacher demonstrates, students use model to problem solve
- Meaningful real life connections
- Think aloud connections
- Summarizing Activities- ticket out the door, post-it review, 3,2,1,

**Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)**

***Individualized Education Plans (IEPs):***

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

***Advanced/Gifted Students:***

- ⇒ Open-ended responses

## Middle Township Public Schools – K-5 ELA Unit Plan Template

	⇒ Curriculum Compacting ⇒ Advanced problems to extend the critical thinking skills of advanced learner ⇒ Supplemental reading material for independent study ⇒ Flexible grouping ⇒ Tiered assignments Topic selection by interest
Resources:	
<ul style="list-style-type: none"> <li>● Guided Reading Book Leveled Library- various publishers</li> <li>● Benchmark Assessment System 1, 2nd edition for Grades K-2 by Irene Fountas and Gay Su Pinnell The Ohio State University, 2013</li> <li>● Writing Assessments/Scoring Rubric- MT Elementary #1</li> <li>● Sight Word Assessment- MT Elementary #1</li> <li>● Journeys Houghton Mifflin Harcourt Teacher Manual and Student Text and Workbooks             <ul style="list-style-type: none"> <li>○ Journeys Unit Assessment Tests</li> <li>○ Journeys Leveled Readers</li> <li>○ Journeys Progress Monitoring Assessments</li> <li>○ Journeys Focus Wall</li> <li>○ Projectables</li> <li>○ Letter Cards</li> <li>○ Flip Chart</li> <li>○ Picture Cards</li> <li>○ <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> </ul> </li> </ul>	
Suggested Time Frame	30-40 days ( 6-7 weeks)

\*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)



## Middle Township Public Schools – K-5 ELA Unit Plan Template

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### Curriculum Map- First Grade ELA

First Grade		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Reading Literature Text</b>						
<b>Key Ideas and Details</b>						
<b>LA.1.RL.1.1</b>	Ask and answer questions about key details in a text.	✓	✓	✓	✓	✓
<b>LA.1.RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.			✓	✓	
<b>LA.1.RL.1.3</b>	Describe characters, settings, and major event(s) in a story, using key details.	✓	✓	✓	✓	✓
<b>Craft and Structure</b>						
<b>LA.1.RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.				✓	✓
<b>LA.1.RL.1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.			✓		✓

## Middle Township Public Schools – K-5 ELA Unit Plan Template

<b>LA.1.RL.1.6</b>	Identify who is telling the story at various points in a text.				✓	
<b>Integration of Knowledge and Ideas</b>						
<b>LA.1.RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.	✓	✓	✓	✓	✓
<b>LA.1.RL.1.8</b>	(Not applicable to literature)					
<b>LA.1.RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.		✓	✓		✓
<b>Range of Reading and Level of Text Complexity</b>						
<b>LA.1.RL.1.10</b>	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.		✓	✓	✓	✓
<b>Reading Informational Text</b>						
<b>Key Ideas and Details</b>						
<b>LA.1.RI.1.1</b>	Ask and answer questions about key details in a text.	✓		✓		
<b>LA.1.RI.1.2</b>	Identify the main topic and retell key details of a text.	✓	✓	✓	✓	
<b>LA.1.RI.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		✓		✓	✓
<b>- Craft and Structure</b>						
<b>LA.1.RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			✓	✓	✓
<b>LA.1.RI.1.5</b>	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.	✓	✓	✓	✓	✓

## Middle Township Public Schools – K-5 ELA Unit Plan Template

<b>LA.1.RI.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	✓	✓			
<b>Integration of Knowledge and Ideas</b>						
<b>LA.1.RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.	✓	✓	✓	✓	✓
<b>LA.1.RI.1.8</b>	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.				✓	✓
<b>LA.1.RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	✓	✓	✓	✓	✓
<b>Range of Reading and Level of Text Complexity</b>						
<b>LA.1.RI.1.10</b>	With prompting and support, read informational texts at grade level text complexity or above.			✓		
<b>Reading Foundation Skills</b>						
<b>Print Concepts</b>						
<b>LA.1.RF.1.1</b>	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			✓		
<b>Phonological Awareness</b>						

## Middle Township Public Schools – K-5 ELA Unit Plan Template

<b>LA.1.RF.1.2 (a-d)</b>	<p>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> <ul style="list-style-type: none"> <li>a) Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>	✓	✓	✓	✓	✓
<b>Phonics and Word Recognition</b>						
<b>LA.1.RF.1.3 (a-e)</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a) Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>b) Decode regularly spelled one-syllable words.</li> <li>c) Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>d) Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>e) Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> </ul>	✓	✓	✓	✓	✓
<b>Fluency</b>						

## Middle Township Public Schools – K-5 ELA Unit Plan Template

<b>LA.1.RF.1.4 (a-c)</b>	Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding. b) Read grade-level text orally with accuracy, appropriate rate, and expression. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓	✓
<b>Writing</b>						
<b>Text Types and Purposes</b>						
<b>LA.1.W.1.1</b>	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.					✓
<b>LA.1.W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		✓	✓		✓
<b>LA.1.W.1.3</b>	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.	✓			✓	✓
<b>Production and Distribution of Writing</b>						
<b>LA.1.W.1.4</b>	(Begins in grade 3)					
<b>LA.1.W.1.5</b>	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.			✓		
<b>LA.1.W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			✓	✓	✓

## Middle Township Public Schools – K-5 ELA Unit Plan Template

Research to Build and Present Knowledge						
<b>LA.1.W.1.7</b>	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).			✓		✓
<b>LA.1.W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓		✓
<b>LA.1.W.1.9</b>	(Begins in grade 4)					
Range of Writing						
<b>LA.1.W.1.10</b>	(Begins in grade 3)					
Speaking and Listening						
Comprehension and Collaboration						
<b>LA.1.SL.1.1 (a-c)</b>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c) Ask questions to clear up any confusion about the topics and texts under discussion.	✓	✓	✓	✓	✓
<b>LA.1.SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓	✓	✓	✓
<b>LA.1.SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	✓		✓	✓	
Presentation of Knowledge and Ideas						

## Middle Township Public Schools – K-5 ELA Unit Plan Template

<b>LA.1.SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.			✓	✓	✓
<b>LA.1.SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	✓		✓	✓	✓
<b>LA.1.SL.1.6</b>	Produce complete sentences when appropriate to task and situation.		✓	✓		✓
<b>Language</b>						
<b>Conventions of Standard English</b>						
<b>LA.1.L.1.1 (a-j)</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking a) Print all upper- and lowercase letters. b) Use common, proper, and possessive nouns. c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 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). f) Use frequently occurring adjectives. g) Use frequently occurring conjunctions (e.g., and, but, or, so, because). h) Use determiners (e.g., articles, demonstratives). i) Use frequently occurring prepositions (e.g., during, beyond, toward). j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	✓	✓	✓	✓	✓
<b>LA.1.L.1.2 (a-e)</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓	✓

## Middle Township Public Schools – K-5 ELA Unit Plan Template

	<ul style="list-style-type: none"> <li>a) Capitalize dates and names of people.</li> <li>b) Use end punctuation for sentences.</li> <li>c) Use commas in dates and to separate single words in a series.</li> <li>d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>					
<b>Knowledge of Language</b>						
<b>LA.1.L.1.3</b>	(Begins in grade 2)					
<b>Vocabulary Acquisition and Use</b>						
<b>LA.1.L.1.4 ( a-c)</b>	<p>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> <ul style="list-style-type: none"> <li>a) Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>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.</li> <li>c) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul>			✓	✓	✓
<b>LA.1.L.1.5 (a-d)</b>	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>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</li> </ul>			✓	✓	✓



## Middle Township Public Schools – K-5 ELA Unit Plan Template

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	<p>large cat with stripes).</p> <p>c) Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>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>					
<b>LA.1.L.1.6</b>	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).			✓	✓	✓



# 2<sup>nd</sup> GRADE ELA CURRICULUM

Middle Township Public Schools

216 S. Main Street

Cape May Court House, NJ 08210

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### **Introduction**

This document serves to meet all requirements of curriculum as per the Middle Township Board of Education and the New Jersey Department of Education and will serve as a guide for lesson planning. Units within the curricular framework for English Language Arts are designed to be taught in the order in which they are presented. Within the units, the teachers have flexibility of what order to present the standards.

### **Course Description**

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that:

- ~Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- ~Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;

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~Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);

~Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;

~Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and

~The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

# Middle Township Public Schools

## Pacing Guide

Recommended 2 <sup>nd</sup> Grade ELA Pacing Guide			
First Marking Period	Days 1- 45		
	September 18 days	October 20 Days	November 18 days
	Unit One		Unit Two
Second Marking Period	Days 46- 90		
	November (Continued) 18 days	December 15 days	January 20 days
	Unit Two	Unit Three	
Third Marking Period	Days 91- 135		
	February 18 days	March 21 days	April 16 days
	Unit Three- Continued	Unit Four	
Fourth Marking Period	Days 136-180		
	April (Continued) 16 days	May 22 days	June 12 days
	Unit Five		

## Middle Township Public Schools

### Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>				<u>TIMEFRAME</u>
<b>Unit 1</b>	<ul style="list-style-type: none"> <li>Events in a story happen in a specific sequence. (L1)</li> <li>Texts can possess both similarities and differences. (L2)</li> <li>Authors write stories for a specific purpose. (L3)</li> <li>Actions have a reaction. (L4)</li> <li>Stories have a beginning, middle, and end (L5)</li> </ul>	LA.2.RL.2.5 LA.2.RI.2.9 LA.2.RI.2.6 LA.2.RL.2.3 L.2.4.A L.2.4.E L.2.5.A	W.2.3 W.2.8 L2	SL.2.1.A SL.2.1.B SL.2.1.C	LA.RF.1.2.A LA.RF.1.3.D LA.RF.1.2.B	<b>5 weeks</b>
<b>Unit 2</b>	<ul style="list-style-type: none"> <li>Recognize and use text and graphic features to locate facts or information (L1)</li> <li>Use information from the text to draw conclusions (L2)</li> <li>Identify the main idea and supporting details of the multi-paragraph and informational text (L3)</li> <li>Describe how characters respond to events and challenges (L4)</li> <li>Identify facts and opinions in information text (L5)</li> </ul>	LA.2.RL.2.1 LA.2.RL.2.2 LA.2.RL.2.3 LA.2.RL.2.4 LA.2.RL.2.7 LA.2.RI.2.1 LA.2.RI.2.2 LA.2.RI.2.3 LA.2.RI.2.4 LA.2.RI.2.5 LA.2.RI.2.6 LA.2.RI.2.9	W.2.2 W.2.8	SL.2.1.A SL.2.1.B SL.2.1.C SL.2.3 SL.2.4 SL.2.6	RF.2.3.D RF.2.3.E RF.2.4.A RF.2.4.B RF.2.4.C L.2.1.A L.2.1.B L.2.2.A	<b>5 weeks</b>
<b>Unit 3</b>	<ul style="list-style-type: none"> <li>Draw conclusions from details and clues in the nonfiction and fiction story.(L 11 and 14)</li> <li>Identify and explain text and graphic features.(L12)</li> <li>Identify the author’s purpose.(L13)</li> <li>Identify cause and effect relationships.(L15)</li> </ul>	LA.2.RL.2.1 LA.2.RL.2.2 LA.2.RL.2.3 LA.2.RL.2.4 LA.2.RL.2.7 LA.2.RL.2.10 LA.2.RI.2.1	W.2.1 W.2.2	SL.2.1A SL.2.1B SL.2.2 SL.2.3	L.2.1.A L.2.1F 2.3.A	<b>5 weeks</b>

## Middle Township Public Schools

		<b>LA.2.RI.2.2</b> <b>LA.2.RI.2.3</b> <b>LA.2.RI.2.4</b> <b>LA.2.RI.2.5</b> <b>LA.2.RI.2.6</b> <b>LA.2.RI.2.8</b> <b>LA.2.RI.2.9</b> <b>LA.2.RI.2.10</b>				
<b>Unit 4</b>	<ul style="list-style-type: none"> <li>Identify and describe setting, characters and plot. (L1)</li> <li>Recount the order of events in a story. (L2)</li> <li>Analyze character's feelings and traits based on their actions, speech and relationships. (L3)</li> <li>Use text and graphic features to support understand of a text. (L4)</li> <li>Compare and contrast characters in a story. (L5)</li> </ul>	<b>LA.2.RL.2.1</b> <b>LA.2.RL.2.3</b> <b>LA.2.RL.2.5</b> <b>LA.2.RL.2.6</b> <b>LA.2.RL.2.7</b> <b>LA.2.RI.2.1</b> <b>LA.2.RI.2.5</b> <b>LA.2.RI.2.7</b> <b>LA.2.RI.2.9</b> <b>LA.2.RI.2.10</b>	<b>W.2.3</b> <b>W.2.5</b>	<b>SL.2.1.A</b> <b>SL.2.1.B</b> <b>SL.2.1.C</b> <b>SL.2.3</b> <b>SL.2.4</b> <b>SL.2.6</b>	<b>L.2.1.C</b> <b>L.2.2.A</b> <b>L.2.2.B</b> <b>L.2.4.B</b>	<b>5 weeks</b>
<b>Unit 5</b>	<ul style="list-style-type: none"> <li>Identify the main idea and supporting details of the multi-paragraph and informational text (L21)</li> <li>Describe how characters respond to events and challenges (L22)</li> <li>Understand the relationship between cause and effect. (L23)</li> <li>Use information from the text to draw conclusions (L24)</li> </ul>	<b>LA.2.RL.2.1</b> <b>LA.2.RI.2.2</b> <b>LA.2.RI.2.3</b> <b>LA.2.RI.2.5</b> <b>LA.2.RI.2.6</b> <b>LA.2.RI.2.7</b> <b>LA.2.RI.2.9</b>	<b>W.2.2</b> <b>W.2.5</b> <b>W.2.6</b> <b>W.2.7</b>	<b>SL.2.2</b> <b>SL.2.1.A</b> <b>SL.2.1.B</b> <b>SL.2.1.C</b> <b>SL.2.2</b> <b>SL.2.3</b> <b>SL.2.5</b> <b>SL.2.6</b>	<b>L.2.1.C</b> <b>L.2.1.E</b> <b>L.2.3.A</b> <b>L.2.4.B</b> <b>L.2.5.A</b> <b>RF.2.3.A</b> <b>RF.2.3.C</b> <b>RF.2.3.D</b>	<b>5 weeks</b>



## Middle Township Public Schools

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Content Area:	Reading and Literature	Grade(s): 2nd
Unit Plan Title:	Unit 1	
Overview/Rationale		
This five to six week unit encourages students to develop their reading strategies while exploring several different genres. Genres include realistic fiction, informational text, and humorous fiction. Students will gain insight into how to navigate through a variety of texts. The literature utilized through-out the unit supports the NJSLs expectations that must be met by the end of fifth grade.		
Standard(s) Number and Description		
Standards for Reading		
LA.2.RL.2.5 LA.2.RI.2.9 LA.2.RI.2.6 LA.2.RL.2.3 L.2.4.A L.2.4.E L.2.5.A		
Standards for Writing		
LA.2.W.2.3 LA.2.W.2.8 NJSLSA.L2		
Standards for Speaking and Listening		
LA.2.SL.2.1.A LA.2.SL.2.1.B LA.2.SL.2.1.C		
Standards for Language		
LA.RF.1.2.A LA.RF.1.3.D LA.RF.1.2.B		

## Middle Township Public Schools

<b>Technology Standard(s) Number and Description</b>	
<b>Interdisciplinary Standard(s) Number and Description</b>	
<p><i>SCI.K-2.5.3.2.A.a</i>  <i>SCI.K-2.5.3.2.B.a</i>  <i>SCI.K-2.5.3.2.B.b</i>  <i>SOC.6.3.4.CS6</i>  <i>SOC.6.3.4.A.1</i>  <i>SOC.6.3.4.CS3</i></p>	
<b>Enduring Understandings:</b>	
<p><i>Students will understand that events in a story happen in a specific sequence. Students will examine how texts can possess both similarities and differences. Students will discover that authors write stories for a specific purpose. Students will understand that actions have a reaction. Students will comprehend that stories have a beginning, middle, and end. Students will understand different vowel and consonant sounds. Students will understand grade-level vocabulary words. Students will understand that narrative writing can incorporate life experiences.</i></p> <ul style="list-style-type: none"> <li>• Events in a story happen in a specific sequence. (L1)</li> <li>• Texts can possess both similarities and differences. (L2)</li> <li>• Authors write stories for a specific purpose. (L3)</li> <li>• Actions have a reaction. (L4)</li> <li>• Stories have a beginning, middle, and end (L5)</li> </ul>	
<b>Essential Questions :</b>	
<ul style="list-style-type: none"> <li>• How does asking and answering questions while we read help us better understand the story?</li> <li>• How do writers create personal narratives?</li> </ul>	
<b>21<sup>st</sup> Century Connections</b>	
<p><i>Check all that apply.</i></p> <p><b>21<sup>st</sup> Century Interdisciplinary Themes</b></p>	<p><i>Indicate whether these skills are <b>E</b>-Encouraged, <b>T</b>-Taught, and/or <b>A</b>-Assessed in this unit by marking <b>E</b>, <b>T</b>, <b>A</b> in the box before the appropriate skill.</i></p> <p><b>21<sup>st</sup> Century Skills</b></p>

## Middle Township Public Schools

		Global Awareness	E, T	Critical Thinking and Problem Solving
		Environmental Literacy	E	Creativity and Innovation
		Health Literacy	E	Communication and Collaboration
		Civic Literacy		Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy		Initiative and Self-Direction
				Social and Cross-Cultural Skills
				Productivity and Accountability
				Leadership and Responsibility
				Information Literacy Skills
				Media Literacy Skills
				Information, Communication, and Technology (ICT) Literacy

### Career Ready Practices:

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
E	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E,T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies

## Middle Township Public Schools

	E,T	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E, T	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	E	CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>		
<p><b><i>Students will know....</i></b></p> <ul style="list-style-type: none"> <li>• How to recount the sequence of events in a story.</li> <li>• How to decode, blend, and spell words with short a, i. How to use a CVC pattern to identify syllables</li> <li>• How to order events in a true story.</li> <li>• How to identify the subject and predicate of a sentence.</li> <li>• How to understand the author's purpose.</li> <li>• How to compare and contrast an informational text and a fictional text.</li> <li>• How to decode, blend, and spell words with long a, i.</li> <li>• How to identify statements and questions.</li> <li>• How to identify a character's response to an event in a story.</li> <li>• How to decode, blend, and spell words with long o, u, or e.</li> <li>• How to decode words with the soft g or hard g sound.</li> <li>• How to identify nouns that name people, places, and animals.</li> <li>• How story structure helps us to better understand what we have read.</li> <li>• How to acquire and use new vocabulary.</li> </ul>		<p><b><i>Students will be able to (do)...</i></b></p> <ul style="list-style-type: none"> <li>• Correctly order the events of a story. (e.g., beginning, middle, end)</li> <li>• Accurately decode and spell words with short vowel A or I.</li> <li>• Identify a CVC pattern in a given word or syllable.</li> <li>• Correctly order the events of a true story. (e.g., what happened first, next, last, etc.)</li> <li>• Identify the subject and predicate in a given sentence.</li> <li>• Identify the purpose or reason an author wrote a story.</li> <li>• Compare and contrast 2 grade-level texts (e.g., informational text vs. fictional text.)</li> <li>• Identify the characteristics of statement sentences and question sentences.</li> <li>• Identify examples of cause and effect in a story (e.g., a character's response to a major event.)</li> <li>• Accurately decode and spells words with long vowel O, U, or E.</li> <li>• Accurately decode and use words with the soft or hard G sound.</li> <li>• Identify nouns that name people, place, and animals.</li> <li>• Use story structure to better understand what we have read.</li> </ul>

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				<ul style="list-style-type: none"> <li>Acquire and use new vocabulary words in writing or speaking.</li> </ul>
<b>Key Vocabulary and Terms:</b>				
<b>Lesson 1</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	
Curly	Hairy	Insects	Wonderful	
Straight	Mammals	Dangerous	Noises	
Floppy	Litter	Scare	Quiet	
Drooled	Stayed	Sticky	Sprinkled	
Weighted	Canned	Rotten	Share	
Stood	Chews	Screaming	Noticed	
Collars	Clipped	Breeze	Bursting	
Row	Coat	Judge	Suddenly	
<b>Texts Included (List in Order of Increasing Complexity)</b>				<b>Check Type</b>
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>				<div>L</div> <div>I</div>
<b>Structure (Check appropriate choice):</b> <u>  X  </u> C/C <u>     </u> C/E <u>     </u> P/S <u>  X  </u> S/O <u>     </u> D <u>     </u> N <b>Title/Information:</b> Henry and Mudge (I)				<div>X</div> <div></div>
<b>Structure (Check appropriate choice):</b> <u>  X  </u> C/C <u>     </u> C/E <u>     </u> P/S <u>     </u> S/O <u>     </u> D <u>     </u> N <b>Title/Information:</b> Dogs (J)				<div></div> <div>X</div>
<b>Structure (Check appropriate choice):</b> <u>     </u> C/C <u>  X  </u> C/E <u>     </u> P/S <u>     </u> S/O <u>     </u> D <u>     </u> N <b>Title/Information:</b> Diary of a Spider (K)				<div>X</div> <div></div>
<b>Structure (Check appropriate choice):</b> <u>     </u> C/C <u>     </u> C/E <u>     </u> P/S <u>  X  </u> S/O <u>     </u> D <u>     </u> N <b>Title/Information:</b> Teacher's Pets (K)				<div>X</div> <div></div>

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<b>Structure (Check appropriate choice):</b> <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input type="checkbox"/> N									
<b>Title/Information:</b>									
<b>Writing Assignments</b>						<b>Check Type</b>			
<b>KEY: Structure:</b> C/C = Compare and Contrast   C/E = Cause and Effect   P/S = Problem/Solution   S/O – Sequence/Order <b>D = Description   N = Narrative   Type:</b> O = Opinion   E = Explanatory/Informational   N = Narrative   R = Research						O	E	N	R
<input type="checkbox"/> Process <input type="checkbox"/> On Demand   AND   Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input checked="" type="checkbox"/> N								X	
<b>Title/Description:</b> Narrative Writing: Sentences that Tell a True Story								X	
<input type="checkbox"/> P   or <input type="checkbox"/> OD   and   Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input checked="" type="checkbox"/> N								X	
<b>Title/Description:</b> Narrative Writing: Sentences that Describe								X	
<input type="checkbox"/> P   or <input type="checkbox"/> OD   and   Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input checked="" type="checkbox"/> N								X	
<b>Title/Description:</b> Narrative Writing: True Story								X	
<input type="checkbox"/> P   or <input type="checkbox"/> OD   and   Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input type="checkbox"/> N									
<b>Title/Description:</b>									
<b>Assessment Evidence:</b>									
<b>Formative</b> Running Records Response to Literature Reader's Notebook Pages Narrative Writing Rubric					<b>Summative</b> Progress Monitoring Weekly Phonics Test Weekly Grammar Test Weekly Spelling Test Weekly Vocabulary Test				

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		Weekly Comprehension Test Completed Writing Piece Exit Slip
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>		
1. Vocabulary Cards	<p><i>Option 1: Show and discuss vocabulary cards with the students</i></p> <p><i>Option 2: Students will work in small groups and be given two vocabulary cards. Students will read vocabulary cards and generate kid-friendly definition.</i></p> <p><i>Option 3: Vocabulary cards will be placed around the room. Students will work in small groups and rotate from card to card while discussing definition.</i></p> <p><i>Differentiation-</i></p> <p><i>Option 1: Students will be given vocabulary cards. The teacher will read the definition and students will hold up the matching vocabulary cards.</i></p> <p><i>Option 2: Students will act out vocabulary word or use the vocabulary word in a sentence.</i></p>	
2. Graphic Organizers	<p><i>Teacher will introduce target skill and reread the Anchor Text. The teacher will guide students as they complete graphic organizers such as sequence of events, author's purpose, cause and effect and story elements.</i></p> <p><i>Differentiation-</i></p> <p><i>Various leveled graphic organizers will be used for all level learners. The teacher will guide struggling learners as they complete the graphic organizer together.</i></p>	
3. Comprehension Questions	<p><i>Option 1: Teacher will ask comprehension questions to guide classroom discussion.</i></p> <p><i>Option 2: Teacher will ask comprehension questions and students will share and discuss their responses with their partner.</i></p> <p><i>Differentiation-</i></p> <p><i>Teacher will guide struggling students as they answer comprehension questions. Higher level learners will generate their own comprehension questions.</i></p>	
4. Weekly Assessment (Phonics, Comprehension, Vocabulary, Grammar and Spelling )	<p><i>In unit 1, the teacher will guide and model how to take weekly assessments. The teacher will read the test and answer choices to whole group. Tests will be taken independently in the following units.</i></p>	
5. Centers	<p><i>Teacher will provide various literacy centers.</i></p>	
6. Guided Reading	<p><i>Teacher will work in small group based of students' reading level. Teacher will preview the book with students and introduce new vocabulary.</i></p>	

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	<p><i>Differentiation-</i>  <i>For higher level learners the teacher will provide each student with notebook. The students can write questions down as they read as well as vocabulary. Students will use dictionary to find and learn new vocabulary.</i>  <i>For struggling learners teacher will preview topic and upcoming skill.</i></p>
7. <i>Independent Reading</i>	<p><i>Students will read Anchor text independently. Students will use Anchor Text to complete comprehension questions independently.</i>  <i>Differentiation- Teacher will guide struggling students as they read anchor text. Teacher will work in small group to assist students while completing the independent follow up activity.</i></p>
8. <i>Shared Reading</i>	<p><i>Students will read familiar anchor text. Teacher will guide classroom discussion. Teacher will model various skills. Students will respond to text and support their responses with text evidence.</i></p>
9. <i>Additional General/Specific Modifications</i>	<ul style="list-style-type: none"> <li>• <i>'chunking' new material</i></li> <li>• <i>Providing step by step prompts</i></li> <li>• <i>Repeated practice</i></li> <li>• <i>Sequenced review</i></li> <li>• <i>Directed questioning and responses</i></li> <li>• <i>Sequence tasks from easy to difficult</i></li> <li>• <i>Individual/small group/whole group</i></li> <li>• <i>Independent writing</i></li> <li>• <i>Graphic organizers</i></li> <li>• <i>Mini lessons</i></li> <li>• <i>Skill based groups</i></li> <li>• <i>Make predictions</i></li> <li>• <i>Goal setting</i></li> <li>• <i>Literacy centers</i></li> <li>• <i>Modeling- teacher demonstrates, students use model to problem solve</i></li> <li>• <i>Meaningful real life con</i></li> <li>• <i>Think aloud sections</i></li> <li>• <i>Warm up activities</i></li> </ul> <p><b><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></b></p>



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### ***Individualized Education Plans (IEPs):***

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

### ***Advanced/Gifted Students:***

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping
- ⇒ Tiered assignments
- ⇒ Topic selection by interest

### **Resources:**

Journeys, Houghton Mifflin Harcourt Teacher Manual and Student Text  
Benchmark Assessment System 2, 2<sup>nd</sup> Editions  
*For Grades K to 8, Levels A to Z*  
By: Irene Fountas, Lesley University, Gay Su Pinnell  
The Ohio State University, 2013  
Journey's Leveled Readers  
Assessment Books

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Blackline Masters  
Vocabulary Cards  
[www.thinkcentral.com](http://www.thinkcentral.com)

Suggested Time Frame

One week per lesson, 5 weeks per unit

\*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	Reading and Literature	Grade(s) Second Grade
Unit Plan Title:	Unit 2	
Overview/Rationale		
This five to six week unit encourages students to develop their reading strategies while exploring several different genres. Genres include folk tale, realistic fiction, and informational text. Students will gain insight into how to navigate through a variety of texts. The literature utilized through-out the unit supports the NJSLs expectations that must be met by the end of fifth grade.		

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Standard(s) Number and Description
<b>Standards for Reading</b> LA.2.RL.2.1 LA.2.RL.2.2 LA.2.RL.2.3 LA.2.RL.2.4 LA.2.RL.2.7 LA.2.RI.2.1 LA.2.RI.2.2 LA.2.RI.2.3 LA.2.RI.2.4 LA.2.RI.2.5 LA.2.RI.2.6 LA.2.RI.2.9
<b>Standards for Writing</b> LA.2.W.2.2 LA.2.W.2.8
<b>Standards for Speaking and Listening</b> LA.2.SL.2.1.A LA.2.SL.2.1.B LA.2.SL.2.1.C LA.2.SL.2.3 LA.2.SL.2.4 LA.2.SL.2.6
<b>Standards for Language</b> LA.2.RF.2.3.D LA.2.RF.2.3.E LA.2.RF.2.4.A LA.2.RF.2.4.B LA.2.RF.2.4.C LA.2.L.2.1.A

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LA.2.L.2.1.B

LA.2.L.2.2.A

### Technology Standard(s) Number and Description

### Interdisciplinary Standard(s) Number and Description

SCI.K-2.5.3.2.C.1

SCI.K.2.5.3.2.C.b

SCI.K-2.5.3.2.C.2

SCI.K-2.5.4.2.F.a

SCI.K-2.5.3.2.B.b

SOC.6.1.4.D.CS4

SOC.6.1.4.D.12

SOC.6.1.4.D.CS5

### Enduring Understandings:

#### ***Students will understand that...***

*Students will understand the purpose of various text and graphic features. Students will learn how to use context clues to draw conclusions about a text. Students will understand stories have a main idea and details. Students will describe how characters in a text respond to events. The students will learn the difference between an author's opinion and a fact. Students will understand different consonant digraphs.*

- Recognize and use text and graphic features to locate facts or information (L1)
- Use information from the text to draw conclusions (L2)
- Identify the main idea and supporting details of the multi-paragraph and informational text (L3)
- Describe how characters respond to events and challenges (L4)
- Identify facts and opinions in information text (L5)

### Essential Questions :

- How does asking and answering questions while we read help us better understand the story?
- How do writers create informational paragraphs?

### 21<sup>st</sup> Century Connections

**21<sup>st</sup> Century Interdisciplinary Themes**

**21<sup>st</sup> Century Skills**

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	X	Global Awareness			Critical Thinking and Problem Solving
	X	Environmental Literacy		E,T, A	Creativity and Innovation
		Health Literacy		E,T	Communication and Collaboration
		Civic Literacy		E,T	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy			Initiative and Self-Direction
				E,T	Social and Cross-Cultural Skills
					Productivity and Accountability
					Leadership and Responsibility
					Information Literacy Skills
					Media Literacy Skills
					Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:					
	E	CRP1. Act as a responsible and contributing citizen and employee			
		CRP2. Apply appropriate academic and technical skills			
		CRP3. Attend to personal health and financial well-being			
		CRP4. Communicate clearly and effectively with reason			
		CRP5. Consider the environmental, social and economic impacts of decisions			
		CRP6. Demonstrate creativity and innovation			
		CRP7. Employ valid and reliable research strategies			

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		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>		
<b>Students will know....</b>		<b>Students will be able to (do)...</b>
<ul style="list-style-type: none"> <li>How to blend and decode regularly spelled words with common final blends <i>nd, ng, nk, nt, ft, xt</i> and <i>mp</i>.</li> <li>How to acquire and use new vocabulary.</li> <li>How to identify text and graphic features used in an information text.</li> <li>How to identify irregular plural nouns.</li> <li>How to blend and decode words with double consonants and <i>ck</i>.</li> <li>How to use information from text and pictures to draw conclusions.</li> <li>How to identify proper nouns for people and animals.</li> <li>How to blend and decode regularly spelled words with common final blends <i>ch, tch, th, sh, wh</i>, and <i>ph</i>.</li> <li>How to blend and decode base words and endings <i>-s, -ed</i>, and <i>-ing</i>.</li> <li>How to identify the main idea and supporting details.</li> <li>How to identify subjects and action verbs in the past, present and future tense.</li> <li>Identify Consonant vowel syllable pattern.</li> <li>How to identify a character's response to an event in a story.</li> <li>How to identify text with contractions.</li> <li>How to identify given statements as fact and opinion.</li> </ul>		<ul style="list-style-type: none"> <li>Accurately decode and spell words with common final blends <i>nd, ng, nk, nt, ft, xt</i> and <i>mp</i>.</li> <li>Acquire and use new vocabulary words in writing or speaking.</li> <li>Find and understand the purpose of text and graphic features.</li> <li>Write frequently occurring plural nouns.</li> <li>Blend, build, and decode regularly spelled words with double consonants and <i>ck</i>.</li> <li>Identify settings, characters, and plot to describe story structure.</li> <li>Correctly write names for special people, places, animals and things.</li> <li>Read and spell regularly spelled words with common final blends <i>ch, tch, th, sh, wh</i>, and <i>ph</i>.</li> <li>Read and spell base words and endings <i>-s, -ed</i>, and <i>-ing</i></li> <li>Find the main idea and supporting details in an information text.</li> <li>Read and spell subjects and verbs in the past, present and future tense.</li> <li>Blend, decode and spell regularly spelled words with syllable patterns.</li> <li>Discuss character's traits and how characters respond to events and challenges throughout a text.</li> <li>Use apostrophes to form and write contractions.</li> </ul>

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- How to use words and phrases in their paragraphs that make readers want to read more.

- Explain a fact can be proven true and an opinion is a belief and cannot be proven true.
- Create an informational paragraph.

### Key Vocabulary and Terms:

Lesson 6	Lesson 7	Lesson 8	Lesson 9
Shaped	blooming	beware	tunnel
Branches	shovels	damage	curled
Pond	scent	bend	height
Beaks	tough	flash	direction
Deepest	wrinkled	pounding	toward
Break	plain	prevent	healed
Hang	muscles	reach	brag
Winding	nodded	equal	tease

### Texts Included (List in Order of Increasing Complexity)

**KEY: Structure:** C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order  
D = Description N = Narrative **Type:** L = Literary I = Informational

Structure (Check appropriate choice): ☒ X ☐ C/C ☐ C/E ☐ P/S ☐ S/O ☒ X ☐ D ☐ N

Title/Information:

Animals Building Homes (K)

Structure (Check appropriate choice): ☐ C/C ☐ C/E ☐ P/S ☒ X ☐ S/O ☐ D ☒ X ☐ N

Title/Information:

Ugly Vegetables (K)

Structure (Check appropriate choice): ☐ C/C ☒ X ☐ C/E ☐ P/S ☐ S/O ☒ X ☐ D ☐ N

Title/Information:

Super Storms (L)

Structure (Check appropriate choice): ☐ C/C ☐ C/E ☒ x ☐ P/S ☐ S/O ☐ D ☒ x ☐ N

Title/Information:

How Chipmunk Got His Stripes (K)

### Check Type

L

I

X

X

X

x

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<b>Structure (Check appropriate choice):</b> <input checked="" type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N					x
<b>Title/Information:</b> Jellies: The Life of a Jellyfish (M)					
<b>Writing Assignments</b>			<b>Check Type</b>		
<b>KEY: Structure:</b> C/C = Compare and Contrast    C/E = Cause and Effect    P/S = Problem/Solution    S/O – Sequence/Order D = Description    N = Narrative <b>Type:</b> O = Opinion    E = Explanatory/Informational    N = Narrative    R = Research			O	E	N
<input checked="" type="checkbox"/> Process <input type="checkbox"/> On Demand    AND    Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N <b>Title/Description:</b> Informative Writing: Information Paragraph				x	
<input checked="" type="checkbox"/> P    or <input type="checkbox"/> OD    and    Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N <b>Title/Description:</b> Informative Writing: Informational Paragraph				X	
<input checked="" type="checkbox"/> P    or <input type="checkbox"/> OD    and    Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N <b>Title/Description:</b> Informative Writing: Informational Paragraph				X	
<input checked="" type="checkbox"/> P    or <input type="checkbox"/> OD    and    Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N <b>Title/Description:</b> Informative Writing: Instructions				X	
<input checked="" type="checkbox"/> P    or <input type="checkbox"/> OD    and    Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N <b>Title/Description:</b> Informative Writing: Instructions				X	
<b>Assessment Evidence:</b>					
<b>Formative</b> Running Records Response to Literature Reader's Notebook Pages			<b>Summative</b> Progress Monitoring Weekly Phonics Test Weekly Grammar Test		



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Narrative Writing Rubric	Weekly Spelling Test Weekly Vocabulary Test Weekly Comprehension Test Completed Writing Piece Exit Slip
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
1. Vocabulary Cards	<p>Option 1: Show and discuss vocabulary cards with the students</p> <p>Option 2: Students will work in small groups and be given two vocabulary cards. Students will read vocabulary cards and generate kid-friendly definition.</p> <p>Option 3: Vocabulary cards will be placed around the room. Students will work in small groups and rotate from card to card while discussing definition.</p> <p>Differentiation-</p> <p>Option 1: Students will be given vocabulary cards. The teacher will read the definition and students will hold up the matching vocabulary cards.</p> <p>Option 2: Students will act out vocabulary word or use the vocabulary word in a sentence.</p>
2. Graphic Organizers	<p>Teacher will introduce target skill and reread the Anchor Text. The teacher will guide students as they complete graphic organizers such as text and graphic features, drawing conclusions, main idea and detail, understanding characters and fact and opinion.</p> <p>Differentiation-</p> <p>Various leveled graphic organizers will be used for all level learners. The teacher will guide struggling learners as they complete the graphic organizer together.</p>
3. Comprehension Questions	<p>Option 1: Teacher will ask comprehension questions to guide classroom discussion.</p> <p>Option 2: Teacher will ask comprehension questions and students will share and discuss their responses with their partner.</p> <p>Differentiation-</p> <p>Teacher will guide struggling students as they answer comprehension questions. Higher level learners will generate their own comprehension questions.</p>

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4. <i>Weekly Assessment (Phonics, Comprehension, Vocabulary, Grammar and Spelling )</i>	<i>In unit 1, the teacher will guide and model how to take weekly assessments. The teacher will read the test and answer choices to whole group. Tests will be taken independently in the following units.</i>
5. <i>Centers</i>	<i>Teacher will provide various literacy centers.</i>
6. <i>Guided Reading</i>	<p><i>Teacher will work in small group based of students' reading level. Teacher will preview the book with students and introduce new vocabulary.</i></p> <p><i>Differentiation-</i></p> <p><i>For higher level learners the teacher will provide each student with notebook. The students can write questions down as they read as well as vocabulary. Students will use dictionary to find and learn new vocabulary.</i></p> <p><i>For struggling learners teacher will preview topic and upcoming skill.</i></p>
7. <i>Independent Reading</i>	<p><i>Students will read Anchor text independently. Students will use Anchor Text to complete comprehension questions independently.</i></p> <p><i>Differentiation- Teacher will guide struggling students as they read anchor text. Teacher will work in small group to assist students while completing the independent follow up activity.</i></p>
8. <i>Shared Reading</i>	<p><i>Students will read familiar anchor text. Teacher will guide classroom discussion. Teacher will model various skills.</i></p> <p><i>Students will respond to text ad support their responses with text evidence.</i></p>
9. <i>Additional General /Specific Modifications</i>	<ul style="list-style-type: none"> <li>• <i>'chunking' new material</i></li> <li>• <i>Providing step by step prompts</i></li> <li>• <i>Repeated practice</i></li> <li>• <i>Sequenced review</i></li> <li>• <i>Directed questioning and responses</i></li> <li>• <i>Sequence tasks from easy to difficult</i></li> <li>• <i>Individual/small group/whole group</i></li> <li>• <i>Independent writing</i></li> <li>• <i>Graphic organizers</i></li> <li>• <i>Mini lessons</i></li> </ul>

## Middle Township Public Schools

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- *Skill based groups*
- *Make predictions*
- *Goal setting*
- *Literacy centers*
- *Modeling- teacher demonstrates, students use model to problem solve*
- *Meaningful real life con*
- *Think aloud sections*
- *Warm up activities*

### **Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)**

#### ***Individualized Education Plans (IEPs):***

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

#### ***Advanced/Gifted Students:***

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study

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	⇒ Flexible grouping ⇒ Tiered assignments Topic selection by interest
<b>Resources:</b>	
Journeys, Houghton Mifflin Harcourt Teacher Manual and Student Text Benchmark Assessment System 2, 2 <sup>nd</sup> Editions <i>For Grades K to 8, Levels A to Z</i> By: Irene Fountas, Lesley University, Gay Su Pinnell The Ohio State University, 2013 Journey's Leveled Readers Assessment Books Blackline Masters Vocabulary Cards <a href="http://www.thinkcentral.com">www.thinkcentral.com</a>	
<b>Suggested Time Frame</b>	One week per lesson, 5 weeks per unit

\*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

Content Area:	Reading and Literature	Grade(s) 2nd
Unit Plan Title:	Unit 3	
Overview/Rationale		
This five to six week unit encourages students to develop their reading strategies while exploring several different genres. Genres include poetry, realistic fiction, and informational text, biographies, and fiction. Students will gain insight into how to navigate through a variety of texts. The literature utilized through-out the unit supports the NJSLs expectations that must be met by the end of fifth grade.		
Standard(s) Number and Description		
Standards for Reading		
LA.2.RL.2.1		
LA.2.RL.2.2		

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LA.2.RL.2.3  
LA.2.RL.2.4  
LA.2.RL.2.7  
LA.2.RL.2.10  
LA.2.RI.2.1  
LA.2.RI.2.2  
LA.2.RI.2.3  
LA.2.RI.2.4  
LA.2.RI.2.5  
LA.2.RI.2.6  
LA.2.RI.2.8  
LA.2.RI.2.9  
LA.2.RI.2.10

### Standards for Writing

LA.2.W.2.1  
LA.2.W.2.2

### Standards for Speaking and Listening

LA.2.SL.2.1A  
LA.2.SL.2.1B  
LA.2.SL.2.2  
LA.2.SL.2.3

### Standards for Language

LA.2.L.2.1.A  
LA.2.L.2.1F  
LA.2.3.A

### Technology Standard(s) Number and Description

TECH.8.1.2.A.2

### Interdisciplinary Standard(s) Number and Description

SOC.6.1.4.A.CS9

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SOC.6.1.4.D.18

SOC.6.3.4.CS3

### Enduring Understandings:

*Students will understand the purpose of various text and graphic features. Students will learn how to draw conclusions from details and clues in a text. Students will learn how to identify and explain text and graphic features in a text. Students will understand stories have a main idea and details. Students will describe how characters in a text respond to events. Students will understand different consonant digraphs. Students will describe an author's purpose by summarizing the author's reasoning on writing the text. (example: biographies, songs, poetry)*

*Draw conclusions from details and clues in the nonfiction and fiction story.(L 11 and 14)*

*Identify and explain text and graphic features.(L12)*

*Identify the author's purpose.(L13)*

*Identify cause and effect relationships.(L15)*

### Essential Questions :

- How does asking and answering questions while we read help us better understand the story?
- How do writers create opinion essay?

### 21<sup>st</sup> Century Connections

Check all that apply.		Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, and/or <b>A</b> -Assessed in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> in the box before the appropriate skill.	
21 <sup>st</sup> Century Interdisciplinary Themes		21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E,T	Critical Thinking and Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,T	Creativity and Innovation

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		Health Literacy	E,T	Communication and Collaboration
	X	Civic Literacy	E	Flexibility and Adaptability
	X	Financial, Economic , Business and Entrepreneurial Literacy	E,T	Initiative and Self-Direction
			E,T	Social and Cross-Cultural Skills
			E,T	Productivity and Accountability
			E,T	Leadership and Responsibility
			E,T,A	Information Literacy Skills
			E,T	Media Literacy Skills
			E,T	Information, Communication, and Technology (ICT) Literacy
<b>Career Ready Practices:</b>				
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>				
	E	CRP1. Act as a responsible and contributing citizen and employee		
		CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	E	CRP4. Communicate clearly and effectively with reason		
	E	CRP5. Consider the environmental, social and economic impacts of decisions		
	E,T	CRP6. Demonstrate creativity and innovation		
	E,T	CRP7. Employ valid and reliable research strategies		
	E,T,A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them		
		CRP9. Model integrity, ethical leadership, and effective management		

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	E,T	<p>CRP10. Plan education and career paths aligned to personal goals</p> <p>CRP11. Use technology to enhance productivity</p> <p>CRP12. Work productively in teams while using cultural global competence</p>
<b>Student Learning Goals/Objectives:</b>		
<p><b>Students will know....</b></p> <ul style="list-style-type: none"> <li>• How to spell – sound correspondences for base words with endings –s, –es.</li> <li>• How to acquire and use new vocabulary.</li> <li>• How to draw conclusions from details and clues in the story.</li> <li>• How to segment and count syllables.</li> <li>• How to spell words with sound correspondences for vowel teams –ee and –ea.</li> <li>• How to identify the main idea and details in informational text.</li> <li>• How to use quotation marks correctly.</li> <li>• How to distinguish long and short vowel words with long o spelled with –o, oa, and –ow.</li> <li>• How to identify the author's purpose.</li> <li>• How to capitalize the first letter in the names of the days of the week, months, and holidays.</li> <li>• How compound word are forms.</li> <li>• How to identify cause –and-effect relationships.</li> <li>• How to write titles for people correctly.</li> <li>• How to plan a persuasive essay that states an opinion.</li> </ul>		<p><b>Students will be able to (do)...</b></p> <ul style="list-style-type: none"> <li>• Accurately spell sound correspondences for base words using –s and –es.</li> <li>• Acquire and use new vocabulary words in writing and speaking.</li> <li>• Find details and clues in a story to draw conclusions.</li> <li>• Accurately spell words with long ee and long ea.</li> <li>• Find and understand the main identify in an informational texts and locate details to support the main idea.</li> <li>• Identify quotation marks correctly in text and writing.</li> <li>• Accurately read and spell words with short and long o spelled with o, oa, and ow.</li> <li>• Find and understand the author's purpose of a text.</li> <li>• Correctly capitalize the first letter in names of the days of the week, months, and holidays.</li> <li>• Identify the cause and effect relationships in a story.</li> <li>• Correctly write a person's name using titles. (Mr., Mrs., Dr., etc)</li> <li>• Create a persuasive essay.</li> </ul>
<b>Key Vocabulary and Terms:</b>		



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<b>Lesson 11</b> understand gathered impatient impossible believe problem demand furious	<b>Lesson 12</b> vibration tune volume expression creative performance concentrate relieved	<b>Lesson 13</b> culture community languages transportation subjects lessons special wear	<b>Lesson 14</b> knowledge curious motion silence illness imitated darkness behavior	<b>Lesson 15</b> obeys safety attention buddy station speech shocked enormous	
Texts Included (List in Order of Increasing Complexity)				Check Type	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational				L	I
Structure (Check appropriate choice): ____ C/C ____ C/E __X__ P/S ____ S/O ____ D __X__ N Title/Information: Click Clack Moo (K)				X	
Structure (Check appropriate choice): ____ C/C ____ C/E ____ P/S __X__ S/O __X__ D ____ N Title/Information: Ah, Music (M)					X
Structure (Check appropriate choice): __X__ C/C ____ C/E ____ P/S ____ S/O __X__ D ____ N Title/Information: Schools Around the World (K)					X
Structure (Check appropriate choice): ____ C/C ____ C/E ____ P/S __X__ S/O ____ D __X__ N Title/Information: Helen Keller (K)					X
Structure (Check appropriate choice): ____ C/C __X__ C/E ____ P/S ____ S/O ____ D __X__ N Title/Information:				X	

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Officer Buckle and Gloria (K)							
<b>Writing Assignments</b>				<b>Check Type</b>			
<i>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order  D = Description N = Narrative Type: O = Opinion E = Explanatory/Informational N = Narrative R = Research</i>				O	E	N	R
__X__ Process __ On Demand AND Structure: __ C/C __ C/E __ P/S __ S/O __X__ D __ N Title/Description: Opinion Writing: Persuasive letter				X			
__X__ P or __ OD and Structure: __ C/C __ C/E __ P/S __ S/O __X__ D __ N Title/Description: Opinion Writing: Opinion paragraph				X			
__X__ P or __ OD and Structure: __ C/C __ C/E __ P/S __ S/O __X__ D __ N Title/Description: Opinion Writing: Persuasive paragraph				X			
__X__ P or __ OD and Structure: __ C/C __ C/E __ P/S __ S/O __X__ D __ N Title/Description: Opinion Writing: Persuasive essay				X			
__X__ P or __ OD and Structure: __ C/C __ C/E __ P/S __ S/O __X__ D __ N Title/Description: Opinion Writing: Persuasive essay				X			
<b>Assessment Evidence:</b>							
<i>Formative</i>				<b>Summative</b>			
<i>Running Records</i>				<i>Benchmarks Progress Monitoring</i>			

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<p><i>Response to Literature</i></p> <p><i>Reader's Notebook Pages</i></p> <p><i>Narrative Writing Rubric</i></p>	<p><i>Weekly Phonics Test</i></p> <p><i>Weekly Grammar Test</i></p> <p><i>Weekly Spelling Test</i></p> <p><i>Weekly Vocabulary Test</i></p> <p><i>Weekly Comprehension Test</i></p> <p><i>Completed Writing Piece</i></p> <p><i>Exit Slip</i></p>
<p><b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b></p>	
<p><b>10. Vocabulary Cards</b></p>	<p><i>Option 1: Show and discuss vocabulary cards with the students</i></p> <p><i>Option 2: Students will work in small groups and be given two vocabulary cards. Students will read vocabulary cards and generate kid-friendly definition.</i></p> <p><i>Option 3: Vocabulary cards will be placed around the room. Students will work in small groups and rotate from card to card while discussing definition.</i></p> <p><i>Differentiation-</i></p> <p><i>Option 1: Students will be given vocabulary cards. The teacher will read the definition and students will hold up the matching vocabulary cards.</i></p> <p><i>Option 2: Students will act out vocabulary word or use the vocabulary word in a sentence.</i></p>
<p><b>11. Graphic Organizers</b></p>	<p><i>Teacher will introduce target skill and reread the Anchor Text. The teacher will guide students as they complete graphic organizers such as text and graphic features, drawing conclusions, main idea and detail, understanding characters, author's purpose and fact and opinion.</i></p> <p><i>Differentiation-</i></p> <p><i>Various leveled graphic organizers will be used for all level learners. The teacher will guide struggling learners as they complete the graphic organizer together.</i></p>
<p><b>12. Comprehension Questions</b></p>	<p><i>Option 1: Teacher will ask comprehension questions to guide classroom discussion.</i></p> <p><i>Option 2: Teacher will ask comprehension questions and students will share and discuss their responses with their partner.</i></p> <p><i>Differentiation-</i></p> <p><i>Teacher will guide struggling students as they answer comprehension questions. Higher level learners will</i></p>

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	<i>generate their own comprehension questions.</i>
13. Weekly Assessments  <i>(phonics, comprehension, vocabulary, grammar, and spelling)</i>	<i>*D- The teacher will read the test and answer choices to small groups.</i>  <i>Tests will be taken independently in this unit.</i>
14. Centers	<b><i>Teacher will provide various literacy centers.</i></b>
15. Guided Reading	<i>Teacher will work in small group based of students' reading level. Teacher will preview the book with students and introduce new vocabulary.</i> <i>Differentiation-</i> <i>For higher level learners the teacher will provide each student with notebook. The students can write questions down as they read as well as vocabulary. Students will use dictionary to find and learn new vocabulary.</i> <i>For struggling learners teacher will preview topic and upcoming skill.</i>
16. Independent Reading	<i>Students will read Anchor text independently. Students will use Anchor Text to complete comprehension questions independently.</i>  <i>Differentiation- Teacher will guide struggling students as they read anchor text. Teacher will work in small group to assist students while completing the independent follow up activity.</i>
17. Shared Reading	<i>Students will read familiar anchor text. Teacher will guide classroom discussion. Teacher will model various skills. Students will respond to text ad support their responses with text evidence</i>
18. Additional General	<ul style="list-style-type: none"> <li><i>'chunking' new material</i></li> </ul>

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<p><i>/Specific Modifications</i></p>	<ul style="list-style-type: none"> <li>• <i>Providing step by step prompts</i></li> <li>• <i>Repeated practice</i></li> <li>• <i>Sequenced review</i></li> <li>• <i>Directed questioning and responses</i></li> <li>• <i>Sequence tasks from easy to difficult</i></li> <li>• <i>Individual/small group/whole group</i></li> <li>• <i>Independent writing</i></li> <li>• <i>Graphic organizers</i></li> <li>• <i>Mini lessons</i></li> <li>• <i>Skill based groups</i></li> <li>• <i>Make predictions</i></li> <li>• <i>Goal setting</i></li> <li>• <i>Literacy centers</i></li> <li>• <i>Modeling- teacher demonstrates, students use model to problem solve</i></li> <li>• <i>Meaningful real life con</i></li> <li>• <i>Think aloud sections</i></li> <li>• <i>Warm up activities</i></li> </ul> <p><b><u>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)</u></b></p> <p><b><i>Individualized Education Plans (IEPs):</i></b></p> <ul style="list-style-type: none"> <li>⇒ Exemplars of varied performance levels</li> <li>⇒ Multi-media presentations Consultation with ESL teachers</li> <li>⇒ Manipulatives</li> <li>⇒ Tiered/Scaffolded Lessons</li> <li>⇒ Mnemonic devices</li> <li>⇒ Visual aids</li> <li>⇒ Modeling</li> <li>⇒ Guided note-taking</li> <li>⇒ Study Guides</li> <li>⇒ Modified homework</li> <li>⇒ Differentiated pre-typed class notes and example problems</li> </ul>
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	<p><i>Advanced/Gifted Students:</i></p> <ul style="list-style-type: none"> <li>⇒ Open-ended responses</li> <li>⇒ Curriculum Compacting</li> <li>⇒ Advanced problems to extend the critical thinking skills of advanced learner</li> <li>⇒ Supplemental reading material for independent study</li> <li>⇒ Flexible grouping</li> <li>⇒ Tiered assignments</li> </ul> <p>Topic selection by interest</p>
Resources:	
<p>Journeys, Houghton Mifflin Harcourt Teacher Manual and Student Text            Benchmark Assessment System 2, 2nd Editions            For Grades K to 8, Levels A to Z            By: Irene Fountas, Lesley University, Gay Su Pinnell            The Ohio State University, 2013            Journey's Leveled Readers            Assessment Books            Blackline Masters            Vocabulary Cards  <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></p>	
Suggested Time Frame	One week per lesson, 5 weeks per unit

\*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

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Content Area:	Reading and Literature	Grade(s) Second Grade
Unit Plan Title:	Unit 4	
Overview/Rationale		
This five to six week unit encourages students to develop their reading strategies while exploring several different genres. Genres include folk tale, realistic fiction, and informational text. Students will gain insight into how to navigate through a variety of texts. The literature utilized through-out the unit supports the NJSLs expectations that must be met by the end of fifth grade.		
Standard(s) Number and Description		
Standards for Reading		
LA.2.RL.2.1 LA.2.RL.2.3 LA.2.RL.2.5 LA.2.RL.2.6 LA.2.RL.2.7 LA.2.RI.2.1 LA.2.RI.2.5 LA.2.RI.2.7 LA.2.RI.2.9 LA.2.RI.2.10		
Standards for Writing		
LA.2.W.2.3 LA.2.W.2.5		
Standards for Speaking and Listening		

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**LA.2.SL.2.1.A**  
**LA.2.SL.2.1.B**  
**LA.2.SL.2.1.C**  
**LA.2.SL.2.3**  
**LA.2.SL.2.4**  
**LA.2.SL.2.6**

### Standards for Language

**LA.2.L.2.1.C**  
**LA.2.L.2.2.A**  
**LA.2.L.2.2.B**  
**LA.2.L.2.4.B**  
**LA.2.L.2.4.E**

### Technology Standard(s) Number and Description

### Interdisciplinary Standard(s) Number and Description

**SOC.6.3.4.D.1**

**SOC.6.1.4.A.10**

**HPE.2.1.2.D.1**

### Enduring Understandings:

#### ***Students will understand that...***

*Students will understand the purpose of various text and graphic features. Students will learn story structure and sequence of events in a story. Students will describe how characters in a text respond to events. The students will learn about various text and graphic features and how to compare and contrast.*

- Identify and describe setting, characters and plot. (L1)
- Recount the order of events in a story. (L2)
- Analyze character's feelings and traits based on their actions, speech and relationships. (L3)



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- Use text and graphic features to support understand of a text. (L4)
- Compare and contrast characters in a story. (L5)

### Essential Questions :

- How does analyzing characters and events help readers better understand the story?
- How do writers create fictional stories?

### 21<sup>st</sup> Century Connections

21 <sup>st</sup> Century Interdisciplinary Themes			21 <sup>st</sup> Century Skills		
		Global Awareness	E,T,A		Critical Thinking and Problem Solving
		Environmental Literacy			Creativity and Innovation
		Health Literacy	E		Communication and Collaboration
		Civic Literacy	E,T		Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E		Initiative and Self-Direction
			E,T		Social and Cross-Cultural Skills
			E,T		Productivity and Accountability
			E		Leadership and Responsibility
					Information Literacy Skills
					Media Literacy Skills
					Information, Communication, and Technology (ICT) Literacy

### Career Ready Practices:

*Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.*

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	E,T	CRP1. Act as a responsible and contributing citizen and employee
	E,T	CRP2. Apply appropriate academic and technical skills
		CRP3. Attend to personal health and financial well-being
	E,T	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
	E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>		
<b><i>Students will know....</i></b>		<b><i>Students will be able to (do)...</i></b>
<ul style="list-style-type: none"> <li>• How to blend and decode words with ending <i>-ed</i> and <i>-ing</i>.</li> <li>• How to acquire and use new vocabulary.</li> <li>• How to describe character, plot and setting.</li> <li>• How to identify pronouns.</li> <li>• How to identify sounds in words with <i>i, igh, ie</i> and <i>y</i>.</li> <li>• How to identify the order of events in a story.</li> <li>• How to use subject-verb agreement.</li> <li>• How to identify sounds and write words with long e sound for <i>y</i>.</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Accurately spell and decode words with -ed and -ing.</i></li> <li>• Acquire and use new vocabulary words in writing or speaking.</li> <li>• Make inferences and predictions about story structure.</li> <li>• Use and write pronouns.</li> <li>• Blend. spell and decode words with <i>i, igh, ie</i> and <i>y</i>.</li> <li>• Understand and discuss important events, ideas and detail from a story.</li> <li>• Create sentences uses subject verb agreement.</li> <li>• Analyze and evaluate author's words, events and characters in a story.</li> </ul>

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- How to figure out a character's feelings and traits based on their actions, speech and relationships.
- How to identify the correct form of the verb *be*.
- How to spell words with *ar*.
- How to ask and answer questions while reading to guide comprehension.
- How to identify the correct place to put commas.
- How the sound for or and ore.
- How to compare and contrast characters in a story.

- Use the correct form of the verb *be* in a complete sentence.
- Blend and decode words with *ar*.
- Use text and graphic features to better understand the story.
- Correctly place commas in dates, places and letters.
- Blend, build and decode regularly spelled words with or and ore.
- Use a diagram to look at things that are different and the same.
- Correctly place commas in a sentence with a series of nouns.

### Key Vocabulary and Terms:

Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
also	any	always	are	begins
fly	blue	anything	baby	being
gone	carry	been	didn't	flower
have	doing	draw	good	ground
horse	else	friends	I'll	I've
look	room	mother	is	laugh
river	studied	soon	please	ready
said	sure	under	sound	stood
saw	teacher	watch	talk	tall
something	turned	words	too	very

Texts Included (List in Order of Increasing Complexity)	Check Type	
<b>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</b> <b>D = Description N = Narrative Type: L = Literary I = Informational</b>	L	I
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S <u>  X  </u> S/O ____ D <u>  X  </u> N <b>Title/Information: Mr. Tanen's Tie Trouble (L)</b>	X	
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S <u>  X  </u> S/O ____ D <u>  X  </u> N	X	

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<b>Title/Information:</b> Luke Goes to Bat (K)			
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u>X</u> N		X	
<b>Title/Information:</b> My Name is Gabriella (N)			
<b>Structure (Check appropriate choice):</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u>X</u> N		X	
<b>Title/Information:</b> The Signmaker's Assistant (N)			
<b>Structure (Check appropriate choice):</b> <u>X</u> C/C ____ C/E ____ P/S ____ S/O ____ D <u>X</u> N		X	
<b>Title/Information:</b> Dex: The Heart of a Hero (M)			
<b>Writing Assignments</b>		<b>Check Type</b>	
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative <b>Type:</b> O = Opinion E = Explanatory/Informational N = Narrative R = Research		O	E
<b>X</b> Process ____ On Demand AND <b>Structure:</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u>X</u> N <b>Title/Description:</b> Story Paragraph			X
<u>X</u> P or ____ OD and <b>Structure:</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u>X</u> N <b>Title/Description:</b> Story Paragraph			X
<u>X</u> P or ____ OD and <b>Structure:</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u>X</u> N <b>Title/Description:</b> Story Paragraph			X
<u>X</u> P or ____ OD and <b>Structure:</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u>X</u> N <b>Title/Description:</b> Fictional Story			X
<u>X</u> P or ____ OD and <b>Structure:</b> ____ C/C ____ C/E ____ P/S ____ S/O ____ D <u>X</u> N <b>Title/Description:</b> Fictional Narrative			X
<b>Assessment Evidence:</b>			
<b>Formative</b>		<b>Summative</b>	
Running Records Response to Literature Reader's Notebook Pages		Progress Monitoring Weekly Phonics Test Weekly Grammar Test	

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Narrative Writing Rubric	Weekly Spelling Test Weekly Vocabulary Test Weekly Comprehension Test Completed Writing Piece Exit Slip
Teaching and Learning Actions:	
19. Vocabulary Cards	<p>Option 1: Show and discuss vocabulary cards with the students</p> <p>Option 2: Students will work in small groups and be given two vocabulary cards. Students will read vocabulary cards and generate kid-friendly definition.</p> <p>Option 3: Vocabulary cards will be placed around the room. Students will work in small groups and rotate from card to card while discussing definition.</p> <p>Differentiation-</p> <p>Option 1: Students will be given vocabulary cards. The teacher will read the definition and students will hold up the matching vocabulary cards.</p> <p>Option 2: Students will act out vocabulary word or use the vocabulary word in a sentence.</p>
20. Graphic Organizers	<p>Teacher will introduce target skill and reread the Anchor Text. The teacher will guide students as they complete graphic organizers such as text and graphic features, drawing conclusions, main idea and detail, understanding characters and fact and opinion.</p> <p>Differentiation-</p> <p>Various leveled graphic organizers will be used for all level learners. The teacher will guide struggling learners as they complete the graphic organizer together.</p>
21. Comprehension Questions	<p>Option 1: Teacher will ask comprehension questions to guide classroom discussion.</p> <p>Option 2: Teacher will ask comprehension questions and students will share and discuss their responses with their partner.</p> <p>Differentiation-</p>

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	<i>Teacher will guide struggling students as they answer comprehension questions. Higher level learners will generate their own comprehension questions.</i>
<i>22. Weekly Assessment (Phonics, Comprehension, Vocabulary, Grammar and Spelling )</i>	<i>In unit 1, the teacher will guide and model how to take weekly assessments. The teacher will read the test and answer choices to whole group. Tests will be taken independently in the following units.</i>
<i>23. Centers</i>	<i>Teacher will provide various literacy centers.</i>
<i>24. Guided Reading</i>	<p>Teacher will work in small group based of students' reading level. Teacher will preview the book with students and introduce new vocabulary.</p> <p>Differentiation-</p> <p>For higher level learners the teacher will provide each student with notebook. The students can write questions down as they read as well as vocabulary. Students will use dictionary to find and learn new vocabulary.</p> <p>For struggling learners teacher will preview topic and upcoming skill.</p>
<i>25. Independent Reading</i>	<p><i>Students will read Anchor text independently. Students will use Anchor Text to complete comprehension questions independently.</i></p> <p><i>Differentiation- Teacher will guide struggling students as they read anchor text. Teacher will work in small group to assist students while completing the independent follow up activity.</i></p>
<i>26. Shared Reading</i>	<i>Students will read familiar anchor text. Teacher will guide classroom discussion. Teacher will model various skills. Students will respond to text ad support their responses with text evidence.</i>
<i>27. Additional General /Specific</i>	<ul style="list-style-type: none"> <li>• 'chunking' new material</li> <li>• Providing step by step prompts</li> </ul>

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### *Modifications*

- *Repeated practice*
- *Sequenced review*
- *Directed questioning and responses*
- *Sequence tasks from easy to difficult*
- *Individual/small group/whole group*
- *Independent writing*
- *Graphic organizers*
- *Mini lessons*
- *Skill based groups*
- *Make predictions*
- *Goal setting*
- *Literacy centers*
- *Modeling- teacher demonstrates, students use model to problem solve*
- *Meaningful real life con*
- *Think aloud sections*
- *Warm up activities*

### **Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)**

#### ***Individualized Education Plans (IEPs):***

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides

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	<ul style="list-style-type: none"> <li>⇒ Modified homework</li> <li>⇒ Differentiated pre-typed class notes and example problems</li> </ul> <p><b><i>Advanced/Gifted Students:</i></b></p> <ul style="list-style-type: none"> <li>⇒ Open-ended responses</li> <li>⇒ Curriculum Compacting</li> <li>⇒ Advanced problems to extend the critical thinking skills of advanced learner</li> <li>⇒ Supplemental reading material for independent study</li> <li>⇒ Flexible grouping</li> <li>⇒ Tiered assignments</li> <li>Topic selection by interest</li> </ul>
<b>Resources:</b>	
<p>Journeys, Houghton Mifflin Harcourt Teacher Manual and Student Text            Benchmark Assessment System 2, 2<sup>nd</sup> Editions  <i>For Grades K to 8, Levels A to Z</i>            By: Irene Fountas, Lesley University, Gay Su Pinnell            The Ohio State University, 2013            Journey's Leveled Readers            Assessment Books            Blackline Masters            Vocabulary Cards  <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></p>	
<b>Suggested Time Frame</b>	One week per lesson, 5 weeks per unit



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Content Area:	Reading and Literature	Grade(s) Second Grade
Unit Plan Title:	Unit 5	
Overview/Rationale		
This five to six week unit encourages students to develop their reading strategies while exploring several different genres. Genres include folk tale, realistic fiction, and informational text. Students will gain insight into how to navigate through a variety of texts. The literature utilized through-out the unit supports the NJSLs expectations that must be met by the end of fifth grade.		
Standard(s) Number and Description		
LA.2.RL.2.1 LA.2.RI.2.2 LA.2.RI.2.3 LA.2.RI.2.5 LA.2.RI.2.6 LA.2.RI.2.7 LA.2.RI.2.9		
Standards for Writing		
LA.2.W.2.2 LA.2.W.2.5 LA.2.W.2.6 LA.2.W.2.7		
Standards for Speaking and Listening		
LA.2.SL.2.2 LA.2.SL.2.1.A LA.2.SL.2.1.B LA.2.SL.2.1.C LA.2.SL.2.2 LA.2.SL.2.3 LA.2.SL.2.5 LA.2.SL.2.6		
Standards for Language		

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**LA.2.L.2.1.C**  
**LA.2.L.2.1.E**  
**LA.2.L.2.3A**  
**LA.2.L.2.4.B**  
**LA.2.L.2.5.A**  
**LA.2.L.2.6**  
**LA.2.RF.2.3.A**  
**LA.2.RF.2.3.C**  
**LA.2.RF.2.3.D**

### Technology Standard(s) Number and Description

**TECH.8.1.2.A.2**  
**TECH.8.1.2.C.CS1**

### Interdisciplinary Standard(s) Number and Description

**SCI.K-2.5.3.2.B.c**  
**SCI.K-2.5.3.2.B.3**  
**SCI.K-2.5.3.2.C.2**  
**SCI.K-2.5.3.2.D.2**

### Enduring Understandings:

*Students will understand the purpose of various text and graphic features. Students will learn how to use context clues to draw conclusions about a text. Students will understand stories have a main idea and details. Students will describe how characters in a text respond to events. The students will learn the relationship between cause and effect. Students will understand different consonant digraphs.*

- Identify the main idea and supporting details of the multi-paragraph and informational text (L21)
- Describe how characters respond to events and challenges (L22)
- Understand the relationship between cause and effect. (L23)
- Use information from the text to draw conclusions (L24)
- Recognize and use text and graphic features to locate facts or information (L25)

### Essential Questions :

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- How does asking and answering questions while we read help us better understand the story?
- How do writers create informational paragraphs?

### 21<sup>st</sup> Century Connections

21 <sup>st</sup> Century Interdisciplinary Themes			21 <sup>st</sup> Century Skills		
	X	Global Awareness		E,T	Critical Thinking and Problem Solving
	X	Environmental Literacy		E,T	Creativity and Innovation
		Health Literacy		E,T	Communication and Collaboration
		Civic Literacy		E,T, A	Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy		E,T,A	Initiative and Self-Direction
				E,T	Social and Cross-Cultural Skills
				E,T,A	Productivity and Accountability
				E,T	Leadership and Responsibility
				E,T,A	Information Literacy Skills
					Media Literacy Skills
				E,T,A	Information, Communication, and Technology (ICT) Literacy
	Career Ready Practices:				
	E, T	CRP1. Act as a responsible and contributing citizen and employee			
		CRP2. Apply appropriate academic and technical skills			
		CRP3. Attend to personal health and financial well-being			

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		CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E,T	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E,T	CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence
<b>Student Learning Goals/Objectives:</b>		
<i>Students will know....</i>		<i>Students will be able to (do)...</i>
<ul style="list-style-type: none"> <li>How to blend and decode regularly spelled with common blends er, ir and ur.</li> <li>How to acquire and use new vocabulary.</li> <li>How to identify the main idea and details in an informational text.</li> <li>How to identify and define an adjective.</li> <li>How to blend and decode with endings er, est.</li> <li>How to identify and understand character traits.</li> <li>How to use adjectives that describe a number of something.</li> <li>How to blend and decode regularly spelled with common suffixes -y, -ly and -ful</li> <li>How to blend and decode base words and endings -tion and -</li> </ul>		<ul style="list-style-type: none"> <li>Accurately decode and spell words with common blends er, ir and ur.</li> <li>Acquire and use new vocabulary words in writing or speaking.</li> <li>Find the main idea and details within an informational text.</li> <li>Write sentences using adjectives.</li> <li>Blend, build, and decode regularly spelled words with endings er, est.</li> <li>Discuss character's traits and how characters respond to events and challenges throughout a text.</li> <li>Write sentences using adjectives to describe how many.</li> <li>Read and spell words with the common suffixes -y, -ly, and -ful.</li> <li>Read and spell base words and endings -tion and -ture.</li> </ul>

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<p>ture.</p> <ul style="list-style-type: none"><li>How to draw conclusions within the text.</li><li>How to use irregular verbs in a sentence.</li><li>How to use prefixes re-, un-, over-, pre- and mis-.</li><li>How to blend and decode silent consonants.</li><li>How to identify and understand the relationship between cause and effect.</li><li>How to identify and use irregular action verbs in writing.</li><li>How to blend and decode words with au, aw, al, o, a.</li><li>How to use words and phrases in their paragraphs to inform readers about a particular subject.</li></ul>				<ul style="list-style-type: none"><li>Find text evidence and use it to draw a conclusion within the text.</li><li>Identify and use irregular verbs in a sentence.</li><li>Blend, decode and spell regularly spelled words with prefixes re-, un-, over, pre- and mis- .</li><li>Blend and decode words with silent consonants.</li><li>Accurately articulate the relationship between cause and effect while identifying examples from the text.</li><li>Write a sentence correctly using irregular action verbs.</li><li>Blend, decode and spell words with au, aw, al, a, and o.</li><li>Create a research report.</li></ul>			
Key Vocabulary and Terms:							
Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25			
webbed	knot	yarn	tumbling	grain			
waterproof	copy	strands	flung	pod			
steer	planning	spinning	tangled	soak			
whistle	lonely	dye	empty	soften			
otherwise	heavily	weave	swift	root			
junior	seriously	sharpening	peacefully	shoot			
slippery	answered	duplicated	stream	nutrition			
finally	guessed	delicious	blazed	tasty			
Texts Included (List in Order of Increasing Complexity)					Check Type		
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational					L	I	
Structure (Check appropriate choice): ____ C/C ____ C/E ____ P/S <u>X</u> S/O ____ D <u>X</u> N Title/Information: Gloria Who Might Be My Best Friend (L)					<u>X</u>		
Structure (Check appropriate choice): ____ C/C <u>X</u> C/E ____ P/S ____ S/O ____ D <u>X</u> N Title/Information: Mediopollito: Half-Chicken (M)					X		

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<b>Structure (Check appropriate choice):</b> <input checked="" type="checkbox"/> X <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> X <input type="checkbox"/> D <input type="checkbox"/> N			X
<b>Title/Information:</b> Penguin Chick (N)			
<b>Structure (Check appropriate choice):</b> <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input checked="" type="checkbox"/> X <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input checked="" type="checkbox"/> X <input type="checkbox"/> N		X	
<b>Title/Information:</b> The Goat In The Rug			
<b>Structure (Check appropriate choice):</b> <input checked="" type="checkbox"/> X <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> X <input type="checkbox"/> D <input type="checkbox"/> N			X
<b>Title/Information:</b> From Seed To Plant			
<b>Writing Assignments</b>		<b>Check Type</b>	
<b>KEY: Structure:</b> C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order <b>D = Description N = Narrative Type:</b> O = Opinion E = Explanatory/Informational N = Narrative R = Research		O	E
<input checked="" type="checkbox"/> X Process <input type="checkbox"/> On Demand AND Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input checked="" type="checkbox"/> X <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> X <input type="checkbox"/> D <input type="checkbox"/> N <b>Title/Description:</b> Informative Writing: Problem Solution Paragraph			x
<input checked="" type="checkbox"/> X P or <input type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> X <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> X <input type="checkbox"/> D <input type="checkbox"/> N <b>Title/Description:</b> Informative Writing: Compare/Contrast Paragraph			X
<input checked="" type="checkbox"/> X P or <input type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> X <input type="checkbox"/> S/O <input checked="" type="checkbox"/> X <input type="checkbox"/> D <input type="checkbox"/> N <b>Title/Description:</b> Informative Writing: Informational Paragraph			X
<input checked="" type="checkbox"/> X P or <input type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> X <input type="checkbox"/> S/O <input checked="" type="checkbox"/> X <input type="checkbox"/> D <input type="checkbox"/> N <b>Title/Description:</b> Informative Writing: Research Project			X
<input checked="" type="checkbox"/> X P or <input type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> X <input type="checkbox"/> S/O <input checked="" type="checkbox"/> X <input type="checkbox"/> D <input type="checkbox"/> N <b>Title/Description:</b> Informative Writing: Research Project			X
<b>Assessment Evidence:</b>			
<b>Formative</b> Running Records Response to Literature Reader's Notebook Pages Narrative Writing Rubric		<b>Summative</b> Progress Monitoring Weekly Phonics Test Weekly Grammar Test Weekly Spelling Test Weekly Vocabulary Test	

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<p>Weekly Comprehension Test Completed Writing Piece Exit Slip</p>	
<p><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></p>	
<p>28. Vocabulary Cards</p>	<p>Option 1: Show and discuss vocabulary cards with the students Option 2: Students will work in small groups and be given two vocabulary cards. Students will read vocabulary cards and generate kid-friendly definition. Option 3: Vocabulary cards will be placed around the room. Students will work in small groups and rotate from card to card while discussing definition. Differentiation- Option 1: Students will be given vocabulary cards. The teacher will read the definition and students will hold up the matching vocabulary cards. Option 2: Students will act out vocabulary word or use the vocabulary word in a sentence.</p>
<p>29. Graphic Organizers</p>	<p>Teacher will introduce target skill and reread the Anchor Text. The teacher will guide students as they complete graphic organizers such as text and graphic features, drawing conclusions, main idea and detail, understanding characters and fact and opinion. Differentiation- Various leveled graphic organizers will be used for all level learners. The teacher will guide struggling learners as they complete the graphic organizer together.</p>
<p>30. Comprehension Questions</p>	<p>Option 1: Teacher will ask comprehension questions to guide classroom discussion. Option 2: Teacher will ask comprehension questions and students will share and discuss their responses with their partner. Differentiation- Teacher will guide struggling students as they answer comprehension questions. Higher level learners will generate their own comprehension questions.</p>
<p>31. Weekly Assessment (Phonics, Comprehension, Vocabulary, Grammar and Spelling )</p>	<p>In Unit 5 students will take the weekly assessment independently.</p>

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32. Centers	<i>Teacher will provide various literacy centers.</i>
33. Guided Reading	<p>Teacher will work in small group based of students' reading level. Teacher will preview the book with students and introduce new vocabulary.</p> <p>Differentiation-For higher level learners the teacher will provide each student with notebook. The students can write questions down as they read as well as vocabulary. Students will use dictionary to find and learn new vocabulary. For struggling learners teacher will preview topic and upcoming skill.</p>
34. Independent Reading	<p><i>Students will read Anchor text independently. Students will use Anchor Text to complete comprehension questions independently.</i></p> <p><i>Differentiation- Teacher will guide struggling students as they read anchor text. Teacher will work in small group to assist students while completing the independent follow up activity.</i></p>
35. Shared Reading	<i>Students will read familiar anchor text. Teacher will guide classroom discussion. Teacher will model various skills. Students will respond to text ad support their responses with text evidence.</i>
36. Additional General/Specific Modifications	<ul style="list-style-type: none"> <li>• <i>'chunking' new material</i></li> <li>• <i>Providing step by step prompts</i></li> <li>• <i>Repeated practice</i></li> <li>• <i>Sequenced review</i></li> <li>• <i>Directed questioning and responses</i></li> <li>• <i>Sequence tasks from easy to difficult</i></li> <li>• <i>Individual/small group/whole group</i></li> <li>• <i>Independent writing</i></li> <li>• <i>Graphic organizers</i></li> <li>• <i>Mini lessons</i></li> <li>• <i>Skill based groups</i></li> </ul>



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- *Make predictions*
- *Goal setting*
- *Literacy centers*
- *Modeling- teacher demonstrates, students use model to problem solve*
- *Meaningful real life con*
- *Think aloud sections*
- *Warm up activities*

### **Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI)**

#### ***Individualized Education Plans (IEPs):***

- ⇒ Exemplars of varied performance levels
- ⇒ Multi-media presentations Consultation with ESL teachers
- ⇒ Manipulatives
- ⇒ Tiered/Scaffolded Lessons
- ⇒ Mnemonic devices
- ⇒ Visual aids
- ⇒ Modeling
- ⇒ Guided note-taking
- ⇒ Study Guides
- ⇒ Modified homework
- ⇒ Differentiated pre-typed class notes and example problems

#### ***Advanced/Gifted Students:***

- ⇒ Open-ended responses
- ⇒ Curriculum Compacting
- ⇒ Advanced problems to extend the critical thinking skills of advanced learner
- ⇒ Supplemental reading material for independent study
- ⇒ Flexible grouping

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	⇒ Tiered assignments Topic selection by interest
<b>Resources:</b>	
<p>Journeys, Houghton Mifflin Harcourt Teacher Manual and Student Text</p> <p>Benchmark Assessment System 2, 2<sup>nd</sup> Editions  <i>For Grades K to 8, Levels A to Z</i>            By: Irene Fountas, Lesley University, Gay Su Pinnell            The Ohio State University, 2013</p> <p>Journey's Leveled Readers            Assessment Books            Blackline Masters            Vocabulary Cards  <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></p>	
<b>Suggested Time Frame</b>	One week per lesson, 5 weeks per unit

\*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Basic Skills, Special Educ.)

### Curriculum Map- Second Grade ELA

Second Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Reading Literature Text</b>					

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Key Ideas and Details						
<b>LA.2.RL.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		✓	✓	✓	✓
<b>LA.2.RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.		✓	✓		
<b>LA.2.RL.2.3</b>	Describe how characters in a story respond to major events and challenges using key details.	✓	✓	✓	✓	
Craft and Structure						
<b>LA.2.RL.2.4</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song		✓	✓	✓	
<b>LA.2.RL.2.5</b>	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.	✓			✓	✓
<b>LA.2.RL.2.6</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	✓			✓	✓
Integration of Knowledge and Ideas						
<b>LA.2.RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		✓	✓	✓	
<b>LA.2.RL.2.8</b>	(Not applicable to literature)					
<b>LA.2.RL.2.9</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	✓				✓

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Range of Reading and Level of Text Complexity						
<b>LA.2.RL.2.10</b>	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.			✓		
Reading Informational Text						
Key Ideas and Details						
<b>LA.2.RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		✓	✓	✓	
<b>LA.2.RI.2.2</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		✓	✓		✓
<b>LA.2.RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		✓	✓		✓
- Craft and Structure						
<b>LA.2.RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.		✓	✓		
<b>LA.2.RI.2.5</b>	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.		✓	✓	✓	✓
<b>LA.2.RI.2.6</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		✓	✓		✓
Integration of Knowledge and Ideas						
<b>LA.2.RI.2.7</b>	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.				✓	✓
<b>LA.2.RI.2.8</b>	Describe and identify the logical connections of how reasons support specific points the author makes in a text.					
<b>LA.2.RI.2.9</b>	Compare and contrast the most important points presented by two texts on the same topic.		✓	✓	✓	✓
Range of Reading and Level of Text Complexity						

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<b>LA.2.RI.2.10</b>	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.			✓	✓	✓
<b>Reading Foundation Skills</b>						
<b>Phonics and Word Recognition</b>						
<b>LA.2.RF.2.3 (a-e)</b>	Know and apply grade-level phonics and word analysis skills in decoding words. a) Know spelling-sound correspondences for common vowel teams. b) Decode regularly spelled two-syllable words with long vowels. c) Decode words with common prefixes and suffixes. d) Identify words with inconsistent but common spelling-sound correspondences. e) Recognize and read grade-appropriate irregularly spelled words.		✓			✓
<b>Fluency</b>						
<b>LA.2.RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding. b) Read grade-level text orally with accuracy, appropriate rate, and expression. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		✓			
<b>Writing</b>						
<b>Text Types and Purposes</b>						
<b>LA.2.W.2.1</b>	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.			✓		

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<b>LA.2.W.2.2</b>	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.		✓	✓		✓
<b>LA.2.W.2.3</b>	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.	✓			✓	
<b>Production and Distribution of Writing</b>						
<b>LA.2.W.2.4</b>	(Begins in grade 3)					
<b>LA.2.W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.				✓	✓
<b>LA.2.W.2.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.					✓
<b>Research to Build and Present Knowledge</b>						
<b>LA.2.W.2.7</b>	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).					✓
<b>LA.2.W.2.8</b>	Recall information from experiences or gather information from provided sources to answer a question.	✓	✓			
<b>LA.2.W.2.9</b>	(Begins in grade 4)					
<b>Range of Writing</b>						
<b>LA.2.W.2.10</b>	(Begins in grade 3)					
<b>Speaking and Listening</b>						
<b>Comprehension and Collaboration</b>						

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<b>LA.2.SL.2.1 (a-c)</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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). b) Build on others' talk in conversations by linking their explicit comments to the remarks of others. c) Ask for clarification and further explanation as needed about the topics and texts under discussion.	✓	✓	✓	✓	✓
<b>LA.2.SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.			✓		✓
<b>LA.2.SL.2.3</b>	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.		✓	✓	✓	✓
<b>Presentation of Knowledge and Ideas</b>						
<b>LA.2.SL.2.4</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		✓		✓	
<b>LA.2.SL.2.5</b>	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.					✓
<b>LA.2.SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		✓		✓	✓
<b>Language</b>						
<b>Conventions of Standard English</b>						

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<b>LA.2.L.2.1 ( a- f)</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a) Use collective nouns (e.g., group).</li> <li>b) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>c) Use reflexive pronouns (e.g., myself, ourselves).</li> <li>d) Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>e) Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>f) 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).</li> </ul>		✓	✓	✓	✓
<b>LA.2.L.2.2 ( a-e)</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a) Capitalize holidays, product names, and geographic names.</li> <li>b) Use commas in greetings and closings of letters.</li> <li>c) Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>d) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> <li>e) Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>		✓		✓	
<b>Knowledge of Language</b>						
<b>LA.2.L.2.3 (a)</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a) Compare formal and informal uses of English.</li> </ul>			✓		
<b>Vocabulary Acquisition and Use</b>						
<b>LA.2.L.2.4 ( a-e)</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and	✓			✓	✓



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	<p>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) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c) 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>d) 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>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>					
<b>LA.2.L.2.5 (a-b)</b>	<p>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>	✓				✓
<b>LA.2.L.2.6</b>	<p>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>					✓