

# **Deal School Curriculum**



## **English Language Arts Curriculum Guide Kindergarten**

# Deal School

Deal, New Jersey

2018

Board of Education

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Teacher(s)

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Developed and Written

August – November 2014

Revised

December 2018

Board Approved

December 2018

**Purpose**

The English Language Arts Curriculum Guide for Kindergarten is a resource for educators to refer to in planning and preparing for curriculum instruction aligned to Common Core State Standards and best practices. For each unit, desired outcomes, learners' enduring understanding, essential questions, learner goals and objectives, suggested assessments, anticipated sequence of events, and learning resources are identified.

Additionally, links are included in the plan for 21<sup>st</sup> Century Skills and Themes as well as Scope and Sequence links for district approved programs.

**Assessments**

Prior to implementing the curriculum, diagnostic assessments can be used to gather baseline data to guide beginning instruction. Throughout each unit, formative and summative assessments are available to determine achievement and guide instruction.

Deal School Curriculum
Kindergarten English Language Arts – Language
<b>Desired Outcomes</b>
<p><b>Conventions of Standard English:</b></p> <p>NJSLS.ELA-LITERACY.L.K.1          Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.ELA-LITERACY.L.K.1.A          Print many upper- and lowercase letters.</p> <p>NJSLS.ELA-LITERACY.L.K.1.B          Use frequently occurring nouns and verbs.</p> <p>NJSLS.ELA-LITERACY.L.K.1.C          Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>NJSLS.ELA-LITERACY.L.K.1.D          Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>NJSLS.ELA-LITERACY.L.K.1.E          Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>NJSLS.ELA-LITERACY.L.K.1.F          Produce and expand complete sentences in shared language activities.</p> <p>NJSLS.ELA-LITERACY.L.K.2          Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.ELA-LITERACY.L.K.2.A          Capitalize the first word in a sentence and the pronoun I</p> <p>NJSLS.ELA-LITERACY.L.K.2.B          Recognize and name end punctuation.</p> <p>NJSLS.ELA-LITERACY.L.K.2.C          Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>NJSLS.ELA-LITERACY.L.K.2.D          Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><b>Knowledge of Language:</b></p> <p>NJSLS.ELA-LITERACY.L.K.3          (L.K.3 begins in grade 2)</p> <p><b>Vocabulary Acquisition and Use:</b></p> <p>NJSLS.ELA-LITERACY.L.K.4          Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>NJSLS.ELA-LITERACY.L.K.4.A          Identify new meanings for familiar words and apply them accurately (e.g., knowing</p>

duck is a bird and learning the verb to duck).

NJSLS.ELA-LITERACY.L.K.4.B

Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word

NJSLS.ELA-LITERACY.L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

NJSLS.ELA-LITERACY.L.K.5.A

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

NJSLS.ELA-LITERACY.L.K.5.B

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

NJSLS.ELA-LITERACY.L.K.5.C

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

NJSLS.ELA-LITERACY.L.K.5.D

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

NJSLS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"><li>1. Written communication and mechanics promote fluency of communication.</li><li>2. Rules, conventions of language, help readers understand what is being communicated. Words powerfully affect meaning.</li><li>3. People communicate through words.</li><li>4. Conventional spelling promotes common understanding.</li><li>5. Using proper form in sentence and paragraph composition expresses and clarifies thoughts.</li></ol>	<ol style="list-style-type: none"><li>1. What is the purpose of applying grammar and mechanic skills?</li><li>2. How do rules of language affect communication?</li><li>3. How does word choice affect meaning?</li><li>4. Why is it important to spell correctly?</li><li>5. How can you write paragraphs to make a clear picture for your reader?</li></ol>
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"><li>● When writing and speaking, there are standards for English grammar and usage.</li><li>● Some nouns, verbs, and prepositions occur frequently.</li><li>● Nouns can be made plural orally by adding /s/ or /es/.</li></ul>	<ul style="list-style-type: none"><li>● Demonstrate standards for grammar and usage when writing and speaking.</li><li>● Print upper and lower case letters.</li><li>● Use frequently occurring nouns and verbs.</li></ul>

- Who, what, where, when, why, and how are question words.
- Complete sentences can be produced and expanded in shared language activities.
- The English language contains standard conventions of capitalization, punctuation, and spelling used for writing.
- The first word in a sentence and the pronoun I should be capitalized.
- Most consonant and short-vowel sounds can be written as a letter or letters.
- Simple words can be phonetically spelled.
- Unknown words may be understood based on kindergarten reading and content.
- Some words have multiple meanings.
- Frequently occurring inflections and affixes may be used as clues to the meaning of an unknown word.
- Common objects may be sorted into categories.
- Opposites (antonyms) help understanding of frequently occurring verbs and adjectives.
- Real-life connections can be made between words and their use.
- Words may have different shades of meaning.

- Use the most frequently occurring prepositions
- Form regular plural nouns orally by adding /s/ or /es/.
- Understand and use question words.
- Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds.
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately.
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- Sort common objects into categories.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use.
- Act out the meaning of words.

- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Assessment Evidence

**FORMATIVE ASSESSMENTS**

- One on one conferences
- Guided reading
- Observation
- Quick Checks
- Homework
- Checklist Assessments
  - Thumbs Up
- Think Pair Share
  - Turn and Talks
  - Dry Erase Boards

**SUMMATIVE ASSESSMENTS**

- Schoolwide/Foundation Unit Assessments
- Writing Samples

**BENCHMARKS**

- DRA
- Diagnostic Assessments
- Link It Benchmark

**ALTERNATIVE ASSESSMENTS**

- Project Specific Rubrics
- Group Project Products
- Center Products

### Suggested Learning Plan

**Anticipated daily sequence of activities:** The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

**Interactive Read-Aloud Structure**

**Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

**Independent reading work and guided practice (20-30 minutes)**

- Students will do partnership, small-group, or independent work while

the teacher is providing support as needed.

**Group Share (5-10 minutes)**

- Students will gather back to whole group setting.
- Students will share their work and reflect on the ideas presented.

**Mini- Lesson Structure**

**Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

**Independent Reading Work and Guided Practice (30-40 minutes)**

- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

**Group Share (5-10 minutes)**

- Students will gather back together.
- Students will share their work and reflect on the ideas presented.

**Anticipated daily sequence of activities:** The structure of the daily lesson will be in the format of a 30 minute Foundation lesson. Based on the pacing of the unit, the teacher will be using the structure based on the day and unit of study.

**Foundation Lesson Structure** (varies depending on day and week of unit)

- Letter-Keyword- Sound
- Drill Sound Warm Up
- Sky Write/Letter Formation
- Student Notebook
- Echo/Letter Formation
- Word Play
- Echo/Find Letters
- Make It Fun
- Alphabetical Order
- Dictation/Words
- Dictation/Sentences
- Trick Word Practice

**Suggested Learning Resources**

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<https://www.wilsonlanguage.com/programs/foundations/>

Schoolwide Fundamentals Units

<http://schoolwide.com>

Units: Launching, Fiction, Nonfiction, Poetry, Social Studies

Schoolwide Reading Unit Appendices

Schoolwide Reading Unit Mentor Texts

iPads

Teacher created centers focused on specific skills

Seesaw Online Portfolio

<https://app.seesaw.me/#/login>

Raz Kids

<http://www.raz-kids.com/main/Login/>

Storyline Online

<https://www.storylineonline.net/>

Epic Books

<https://www.getepic.com/>

Dry Erase Boards

Large Sound Cards

Standard Sound Cards

Baby Echo

Echo

Writing Grids

Sentence Frames

Syllable Frame

Trick Word Cards

Vowel Extension Poster

Student Notebook

Magnetic Boards

### Pacing Guide

[https://docs.google.com/document/d/1FR0uJ1ERrI5FzJiw568k5VusmHy\\_PTTVDcZ\\_r75sHGFU/edit?usp=sharing](https://docs.google.com/document/d/1FR0uJ1ERrI5FzJiw568k5VusmHy_PTTVDcZ_r75sHGFU/edit?usp=sharing)

### 21<sup>st</sup> Century Life and Careers

#### Career Ready Practices

**CPRP2.** Apply appropriate academic and technical skills

**CPRP4.** Communicate clearly and effectively and with reason

**CPRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

#### Personal Financial Literacy

**9.1.4.A.1** Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

#### Career Awareness, Exploration, and Preparation

**9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

#### Career and Technical Education

**9.3.12.ED.1** Apply communication skills with students, parents and other groups to

enhance learning and a commitment to learning.  
**9.3.12.ED.2** Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

### **Accommodations and Modifications**

#### **Gifted and Talented**

Provide appropriate challenge for a wide ranging skills and development.  
Participate in inquiry and project based learning units of study.

#### **English Language Learners**

Pair visual prompts with verbal presentations.  
Provide students with visual models, sentence stems, concrete objects, and hands-on material.

#### **Students with IEPs/504s**

Review student individual education plan and/or 504 plan  
Establish procedures for accommodations and modifications for assessments as per IEP/504.  
Modify classroom environment to support academic and physical needs of the students per IEP/504.

#### **At-Risk Learners**

Provide Title 1 services to students not meeting academic standards in ELA  
Differentiated instruction  
Basic Skills  
Provide instructional interventions in the general education classroom.

### **Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific ELA skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

#### **Social Studies**

#### **6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century**

Strand A: Civics, Government and Human Rights  
Strand B: Geography, People and the Environment  
Strand C: Economics, Innovation and Technology  
Strand D: History, Culture and Perspectives

#### **Mentor Texts**

- **Fancy Nancy: My Family History** by Jane O'Connor

- **Helpers in My Community** by Bobbi Kalman
- **Homes** by Yang-Huan
- **Me and My Family Tree** by Joan Sweeney
- **Me on the Map** by Joan Sweeney
- **Whose Hat Is This?** by Sharon Katz Cooper

### **Holocaust Literature Study**

The Sneetches by Dr. Seuss

The Berenstain Bears New Neighbors by Stan and Jan Berenstain

### **Science**

K-ESS2 Earth's Systems

K-ESS3 Earth and Human Activity

### **Mentor Texts**

- **Dandelion Seed** by Joseph Anthony
- **Flowers** by Vijaya Khisty Bodach
- **In a Nutshell** by Joseph Anthony
- **Molly's Organic Garden** by Carol L. Malnor and Trina L. Hunner
- **Stems** by Vijaya Khisty Bodach
- **What is a Scientist?** by Barbara Lehn

### **Visual Arts**

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods.

## **Integration of Technology**

### **Educational Technology**

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

**8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.**

**8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.**

Deal School Curriculum
Kindergarten English Language Arts – Foundational Skills
<b>Desired Outcomes</b>
<p><b>Print Concepts:</b></p> <p>NJSLS.ELA-LITERACY.RF.K.1          Demonstrate understanding of the organization and basic features of print.</p> <p>NJSLS.ELA-LITERACY.RF.K.1.A          Follow words from left to right, top to bottom, and page by page.</p> <p>NJSLS.ELA-LITERACY.RF.K.1.B          Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>NJSLS.ELA-LITERACY.RF.K.1.C          Understand that words are separated by spaces in print.</p> <p>NJSLS.ELA-LITERACY.RF.K.1.D          Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>Phonological Awareness:</b></p> <p>NJSLS.ELA-LITERACY.RF.K.2          Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>NJSLS.ELA-LITERACY.RF.K.2.A          Recognize and produce rhyming words.</p> <p>NJSLS.ELA-LITERACY.RF.K.2.B          Count, pronounce, blend, and segment syllables in spoken words.</p> <p>NJSLS.ELA-LITERACY.RF.K.2.C          Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>NJSLS.ELA-LITERACY.RF.K.2.D          Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>NJSLS.ELA-LITERACY.RF.K.2.E          Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><b>Phonics and Word Recognition:</b></p> <p>NJSLS.ELA-LITERACY.RF.K.3          Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>NJSLS.ELA-LITERACY.RF.K.3.A          Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequently used sounds of each consonant.</p> <p>NJSLS.ELA-LITERACY.RF.K.3.B          Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>NJSLS.ELA-LITERACY.RF.K.3.C</p>

Read common high-frequency words and sight words with automaticity.  
 NJSLS.ELA-LITERACY.RF.K.3.D  
 Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Fluency:**  
 NJSLS.ELA-LITERACY.RF.K.4  
 Read emergent-reader texts with one to one correspondence to develop fluency and comprehension skills.

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

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Written communication and mechanics promote fluency of communication.</li> <li>2. Rules, conventions of language, help readers understand what is being communicated. Words powerfully affect meaning.</li> <li>3. People communicate through words.</li> <li>4. Conventional spelling promotes common understanding.</li> <li>5. Using proper form in sentence and paragraph composition expresses and clarifies thoughts.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the purpose of applying grammar and mechanic skills?</li> <li>2. How do rules of language affect communication?</li> <li>3. How does word choice affect meaning?</li> <li>4. Why is it important to spell correctly?</li> <li>5. How can you write paragraphs to make a clear picture for your reader?</li> </ol>
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● Print has basic features.</li> <li>● Words are placed on a page from left to right, top to bottom, and page-by-page.</li> <li>● Spoken words are represented in written language by specific sequences of letters.</li> <li>● Words are separated by spaces in print.</li> <li>● Words are made up of syllables, each representing a sound.</li> <li>● Onsets and rimes can be blended and segmented in single-syllable spoken words.</li> <li>● Substituting sounds in simple one-syllable words will make a new word.</li> <li>● Often words represent a one-to-one letter-sound correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of the organization and basic features of print.</li> <li>● Follow words from left to right, top to bottom, and page-by-page.</li> <li>● Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>● Understand that words are separated by spaces in print.</li> <li>● Recognize and name all upper- and lowercase letters of the alphabet.</li> <li>● Demonstrate understanding of spoken words, syllables, and sounds.</li> <li>● Recognize and produce rhyming words.</li> <li>● Count, pronounce, blend, and</li> </ul>

<ul style="list-style-type: none"> <li>• Long vowel sounds may be written with a variety of graphemes.</li> </ul>	<p>segment syllables in spoken words.</p> <ul style="list-style-type: none"> <li>• Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>• Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</li> <li>• Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> <li>• Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>• Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>• Read common high-frequency words by sight.</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> <li>• Read emergent-reader texts with purpose and understanding.</li> </ul>
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**Assessment Evidence**

<p><b>FORMATIVE ASSESSMENTS</b></p> <p>One on one conferences          Guided reading          Observation          Quick Checks          Homework          Checklist Assessments              Thumbs Up          Think Pair Share              Turn and Talks</p>
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Dry Erase Boards

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**BENCHMARKS**

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Storyline Online

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Large Sound Cards

Standard Sound Cards

Baby Echo

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Writing Grids  
Sentence Frames  
Syllable Frame  
Trick Word Cards  
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Magnetic Boards

### Pacing

[https://docs.google.com/document/d/1FR0uJ1ERrI5FzJiw568k5VusmHy\\_PTTVDcZr75sHGFU/edit?usp=sharing](https://docs.google.com/document/d/1FR0uJ1ERrI5FzJiw568k5VusmHy_PTTVDcZr75sHGFU/edit?usp=sharing)

### 21<sup>st</sup> Century Life and Careers

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- CPRP2.** Apply appropriate academic and technical skills
- CPRP4.** Communicate clearly and effectively and with reason
- CPRP6.** Demonstrate creativity and innovation.
- CRP11.** Use technology to enhance productivity.

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- 9.1.4.A.1** Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

#### Career Awareness, Exploration, and Preparation

- 9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

#### Career and Technical Education

- 9.3.12.ED.1** Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2** Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

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Provide students with visual models, sentence stems, concrete objects, and hands-on material.

#### Students with IEPs/504s

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Establish procedures for accommodations and modifications for assessments as per IEP/504.

Modify classroom environment to support academic and physical needs of the students per IEP/504.

### **At-Risk Learners**

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Differentiated instruction

Basic Skills

Provide instructional interventions in the general education classroom.

### **Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific ELA skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

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Strand A: Civics, Government and Human Rights

Strand B: Geography, People and the Environment

Strand C: Economics, Innovation and Technology

Strand D: History, Culture and Perspectives

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K-ESS3 Earth and Human Activity

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- **Stems** by Vijaya Khisty Bodach
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### **Visual Arts**

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods.

## **Integration of Technology**

### **Educational Technology**

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

**8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.**

**8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.**

Deal School Curriculum	
Kindergarten English Language Arts – Informational Text	
<b>Desired Outcomes</b>	
<p><b>Key Ideas and Details:</b>  NJSLS.ELA-LITERACY.RI.K.1  With prompting and support, ask and answer questions about key details in a text. (e.g., who, what, where, when, why, how).  NJSLS.ELA-LITERACY.RI.K.2  With prompting and support, identify the main topic and retell key details of a text.  NJSLS.ELA-LITERACY.RI.K.3  With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Craft and Structure:</b>  NJSLS.ELA-LITERACY.RI.K.4  With prompting and support, ask and answer questions about unknown words in a text.  NJSLS.ELA-LITERACY.RI.K.5  Identify the front cover, back cover, and title page of a book.  NJSLS.ELA-LITERACY.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.</p> <p><b>Integration of Knowledge and Ideas:</b>  NJSLS.ELA-LITERACY.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).  NJSLS.ELA-LITERACY.RI.K.8  With prompting and support, identify the reasons an author gives to support points in a text.  NJSLS.ELA-LITERACY.RI.K.9  With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>Range of Reading and Level of Text Complexity:</b>  NJSLS.ELA-LITERACY.RI.K.10  Actively engage in group reading activities with purpose and understanding.</p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Readers use strategies to construct meaning.</li> <li>2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Strategic readers can develop,</li> </ol>	<ol style="list-style-type: none"> <li>1. How do readers construct meaning from text?</li> <li>2. How do you figure out a word you do not know?</li> <li>3. What do readers do when they do not understand everything in a text? Why do readers need to pay</li> </ol>

<p>select, and apply strategies to enhance their comprehension.</p> <p>3. Readers recognize the power of words to affect meaning.</p> <p>4. Thoughtful readers evaluate what they read in a personal and informed way.</p>	<p>attention to a writer’s choice of words?</p> <p>4. How does reading influence readers? Why do readers need to evaluate what they read?</p>
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<b>Learners will know...</b>	<b>Learners will be able to...</b>
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<ul style="list-style-type: none"> <li>● Asking and answering questions can identify key details in a text.</li> <li>● There may be connections between two individual ideas, events or pieces of information in a text.</li> <li>● The author and illustrator each have a specific role in creating a book.</li> <li>● Illustrations in a book relate to the text.</li> <li>● Authors support their reasons with details from the text.</li> </ul>	<ul style="list-style-type: none"> <li>● With prompting and support, ask and answer questions about key details in a text.</li> <li>● With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● With prompting and support, ask and answer questions about unknown words in a text.</li> <li>● Identify the front cover, back cover, and title page of a book.</li> <li>● Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</li> <li>● 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).</li> <li>● With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>● Actively engage in group reading activities with purpose and understanding.</li> </ul>
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**Assessment Evidence**

<p><b>FORMATIVE ASSESSMENTS</b></p> <p>One on one conferences  Guided reading  Observation  Quick Checks</p> <p>Homework  Checklist Assessments</p>
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Thumbs Up  
Think Pair Share  
Turn and Talks

### **SUMMATIVE ASSESSMENTS**

Unit Assessments  
Writing Samples

### **BENCHMARKS**

DRA  
Diagnostic Assessments  
Link It Benchmark

### **ALTERNATIVE ASSESSMENTS**

Project Specific Rubrics  
Group Project Products  
Center Products

## **Suggested Learning Plan**

**Anticipated daily sequence of activities:** The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

### **Interactive Read-Aloud Structure**

#### **Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

#### **Independent reading work and guided practice (20-30 minutes)**

- Students will do partnership, small-group, or independent work while the teacher is providing support as needed.

#### **Group Share (5-10 minutes)**

- Students will gather back to whole group setting.
- Students will share their work and reflect on the ideas presented.

### **Mini- Lesson Structure**

#### **Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

#### **Independent Reading Work and Guided Practice (30-40 minutes)**

- Students can read independently.
- Teacher will confer with students individually or in small groups.

- Teacher will differentiate instruction in guided reading groups.
- Group Share (5-10 minutes)**
- Students will gather back together.
  - Students will share their work and reflect on the ideas presented.

### Suggested Learning Resources

Schoolwide Fundamentals Units  
<http://schoolwide.com>  
 Units: Launching, Fiction, Nonfiction, Poetry, Social Studies  
 Schoolwide Reading Unit Appendices  
 Schoolwide Reading Unit Mentor Texts  
 iPads  
 Teacher created centers focused on specific skills  
 Seesaw Online Portfolio  
<https://app.seesaw.me/#/login>  
 Raz Kids  
<http://www.raz-kids.com/main/Login/>  
 Storyline Online  
<https://www.storylineonline.net/>  
 Epic Books  
<https://www.getepic.com/>  
 National Geographic For Kids

### Pacing Guide

[https://docs.google.com/document/d/1FR0uJ1ERrI5FzJiw568k5VusmHy\\_PTTVDcZr75sHGFU/edit?usp=sharing](https://docs.google.com/document/d/1FR0uJ1ERrI5FzJiw568k5VusmHy_PTTVDcZr75sHGFU/edit?usp=sharing)

### 21<sup>st</sup> Century Life and Careers

#### Career Ready Practices

- CPRP2.** Apply appropriate academic and technical skills  
**CPRP4.** Communicate clearly and effectively and with reason  
**CPRP6.** Demonstrate creativity and innovation.  
**CRP11.** Use technology to enhance productivity.

#### Personal Financial Literacy

- 9.1.4.A.1** Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

#### Career Awareness, Exploration, and Preparation

- 9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

#### Career and Technical Education

- 9.3.12.ED.1** Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

**9.3.12.ED.2** Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

**Accommodations and Modifications**

**Gifted and Talented**

Provide appropriate challenge for a wide ranging skills and development.  
Participate in inquiry and project based learning units of study.

**English Language Learners**

Pair visual prompts with verbal presentations.  
Provide students with visual models, sentence stems, concrete objects, and hands-on material.

**Students with IEPs/504s**

Review student individual education plan and/or 504 plan  
Establish procedures for accommodations and modifications for assessments as per IEP/504.  
Modify classroom environment to support academic and physical needs of the students per IEP/504.

**At-Risk Learners**

Provide Title 1 services to students not meeting academic standards in ELA  
Differentiated instruction  
Basic Skills  
Provide instructional interventions in the general education classroom.

**Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific ELA skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

**Social Studies**

**6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century**

Strand A: Civics, Government and Human Rights  
Strand B: Geography, People and the Environment  
Strand C: Economics, Innovation and Technology  
Strand D: History, Culture and Perspectives

**Mentor Texts**

- **Fancy Nancy: My Family History** by Jane O’Connor
- **Helpers in My Community** by Bobbi Kalman
- **Homes** by Yang-Huan

- **Me and My Family Tree** by Joan Sweeney
- **Me on the Map** by Joan Sweeney
- **Whose Hat Is This?** by Sharon Katz Cooper

### **Holocaust Literature Study**

The Sneetches by Dr. Seuss

The Berenstain Bears New Neighbors by Stan and Jan Berenstain

### **Science**

K-ESS2 Earth's Systems

K-ESS3 Earth and Human Activity

### **Mentor Texts**

- **Dandelion Seed** by Joseph Anthony
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### **Visual Arts**

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods.

## **Integration of Technology**

### **Educational Technology**

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

**8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.**

**8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.**

Deal School Curriculum	
Kindergarten English Language Arts – Reading Literature	
<b>Desired Outcomes</b>	
<p><b>Key Ideas and Details:</b>  NJSLS.ELA-LITERACY.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.)  NJSLS.ELA-LITERACY.RL.K.2  With prompting and support, retell familiar stories, including key details. (e.g., who, what, where, when, why, how).  NJSLS.ELA-LITERACY.RL.K.3  With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>Craft and Structure:</b>  NJSLS.ELA-LITERACY.RL.K.4  Ask and answer questions about unknown words in a text.  NJSLS.ELA-LITERACY.RL.K.5  Recognize common types of texts (e.g., storybooks, poems).  NJSLS.ELA-LITERACY.RL.K.6  With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>Integration of Knowledge and Ideas:</b>  NJSLS.ELA-LITERACY.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).  NJSLS.ELA-LITERACY.RL.K.8  (RL.K.8 not applicable to literature)  NJSLS.ELA-LITERACY.RL.K.9  With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>Range of Reading and Level of Text Complexity:</b>  NJSLS.ELA-LITERACY.RL.K.10  Actively engage in group reading activities with purpose and understanding.</p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Readers use strategies to construct meaning.</li> <li>2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> </ol>	<ol style="list-style-type: none"> <li>1. How do readers construct meaning from text?</li> <li>2. How do you figure out a word you do not know?</li> <li>3. What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer’s choice of words?</li> </ol>

<p>3. Readers recognize the power of words to affect meaning.</p> <p>4. Thoughtful readers evaluate what they read in a personal and informed way.</p>	<p>4. How does reading influence readers?</p> <p>Why do readers need to evaluate what they read?</p>
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<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● Text contains details that can be gathered by asking questions.</li> <li>● Key details can be used to retell stories.</li> <li>● Stories contain characters, settings, and major events.</li> <li>● There are several common types of texts.</li> <li>● The author and illustrator each have a role in telling the story.</li> <li>● The illustrations and text work together to tell a story.</li> </ul>	<ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, retell familiar stories, including key details.</li> <li>3. With prompting and support, identify characters, settings, and major events in a story.</li> <li>4. Ask and answer questions about unknown words in a text.</li> <li>5. Recognize common types of texts. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</li> <li>6. With prompting and support, describe the relationship between illustrations and the story in which they appear.</li> <li>7. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> <li>8. Actively engage in group reading activities with purpose and understanding.</li> </ol>

**Assessment Evidence**

<p><b>FORMATIVE ASSESSMENTS</b></p> <p>One on one conferences</p> <p>Guided reading</p> <p>Observation</p> <p>Quick Checks</p> <p>Homework</p> <p>Checklist Assessments</p> <p style="padding-left: 40px;">Thumbs Up</p> <p>Think Pair Share</p>
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Turn and Talks

### **SUMMATIVE ASSESSMENTS**

Unit Assessments

Writing Samples

### **BENCHMARKS**

DRA

Diagnostic Assessments

Link It Benchmark

### **ALTERNATIVE ASSESSMENTS**

Project Specific Rubrics

Group Project Products

Center Products

## **Suggested Learning Plan**

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 Teacher created centers focused on specific skills  
 Seesaw Online Portfolio  
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 Raz Kids  
<http://www.raz-kids.com/main/Login/>  
 Storyline Online  
<https://www.storylineonline.net/>  
 Epic Books  
<https://www.getepic.com/>

### Pacing Guide

[https://docs.google.com/document/d/1FR0uJ1ERrI5FzJiw568k5VusmHy\\_PTTVDcZr75sHGFU/edit?usp=sharing](https://docs.google.com/document/d/1FR0uJ1ERrI5FzJiw568k5VusmHy_PTTVDcZr75sHGFU/edit?usp=sharing)

### 21<sup>st</sup> Century Life and Careers

#### Career Ready Practices

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**CPRP6.** Demonstrate creativity and innovation.  
**CRP11.** Use technology to enhance productivity.

#### Personal Financial Literacy

- 9.1.4.A.1** Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

#### Career Awareness, Exploration, and Preparation

- 9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

#### Career and Technical Education

- 9.3.12.ED.1** Apply communication skills with students, parents and other groups to

enhance learning and a commitment to learning.  
**9.3.12.ED.2** Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

### **Accommodations and Modifications**

#### **Gifted and Talented**

Provide appropriate challenge for a wide ranging skills and development.  
Participate in inquiry and project based learning units of study.

#### **English Language Learners**

Pair visual prompts with verbal presentations.  
Provide students with visual models, sentence stems, concrete objects, and hands-on material.

#### **Students with IEPs/504s**

Review student individual education plan and/or 504 plan  
Establish procedures for accommodations and modifications for assessments as per IEP/504.  
Modify classroom environment to support academic and physical needs of the students per IEP/504.

#### **At-Risk Learners**

Provide Title 1 services to students not meeting academic standards in ELA  
Differentiated instruction  
Basic Skills  
Provide instructional interventions in the general education classroom.

### **Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific ELA skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

#### **Social Studies**

#### **6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century**

Strand A: Civics, Government and Human Rights

Strand B: Geography, People and the Environment

Strand C: Economics, Innovation and Technology

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#### **Mentor Texts**

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- **Homes** by Yang-Huan
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### **Holocaust Literature Study**

The Sneetches by Dr. Seuss

The Berenstain Bears New Neighbors by Stan and Jan Berenstain

### **Science**

K-ESS2 Earth's Systems

K-ESS3 Earth and Human Activity

### **Mentor Texts**

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- **Molly's Organic Garden** by Carol L. Malnor and Trina L. Hunner
- **Stems** by Vijaya Khisty Bodach
- **What is a Scientist?** by Barbara Lehn

### **Visual Arts**

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods.

## **Integration of Technology**

### **Educational Technology**

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

**8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.**

**8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.**

Deal School Curriculum	
Kindergarten English Language Arts – Speaking and Listening	
<b>Desired Outcomes</b>	
<p><b>Comprehension and Collaboration:</b></p> <p>NJSLS.ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>NJSLS.ELA-LITERACY.SL.K.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>NJSLS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.</p> <p>NJSLS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>NJSLS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas:</b></p> <p>NJSLS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>NJSLS.ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>NJSLS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.</li> <li>2. Listening skills are critical for learning and communicating.</li> <li>3. Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>4. A speaker selects a form and an organizational pattern based on the audience and purpose.</li> <li>5. A speaker's choice of words and</li> </ol>	<ol style="list-style-type: none"> <li>1. How does a speaker communicate so others will listen and understand the message?</li> <li>2. How does a listener understand a message?</li> <li>3. How do you listen?</li> <li>4. What impact does listening have?</li> <li>5. How do you speak effectively?</li> <li>6. How does the choice of words affect the speaker's message and the listener's response?</li> </ol>

style set the tone and define the message.	
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● Multiple exchanges provide for a continued conversation.</li> <li>● Agreed upon rules enhance group discussion.</li> <li>● Asking and answering questions can be used to seek help, get information, or clarify something that is not understood.</li> <li>● Additional details in discussion in provided by describing familiar people, places, things, and events.</li> <li>● Drawings and visual displays may provide additional detail in a conversation or discussion.</li> <li>● Thoughts, feelings, and ideas are clearly expressed by speaking audibly.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>● Follow agreed-upon rules for discussions.</li> <li>● Continue a conversation through multiple exchanges.</li> <li>● 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.</li> <li>● Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>● Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>● Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>● Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>
<b>Assessment Evidence</b>	
<b>FORMATIVE ASSESSMENTS</b> One on one conferences Guided reading Observation Quick Checks Homework Checklist Assessments Thumbs Up Think Pair Share	

Turn and Talks  
Dry Erase Boards

### **SUMMATIVE ASSESSMENTS**

Schoolwide/Foundation Unit Assessments  
Writing Samples

### **BENCHMARKS**

DRA  
Diagnostic Assessments  
Link It Benchmark

### **ALTERNATIVE ASSESSMENTS**

Project Specific Rubrics  
Group Project Products  
Center Products  
Oral Presentations

## **Suggested Learning Plan**

**Anticipated daily sequence of activities:** The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

### **Interactive Read-Aloud Structure**

#### **Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

#### **Independent reading work and guided practice (20-30 minutes)**

- Students will do partnership, small-group, or independent work while the teacher is providing support as needed.

#### **Group Share (5-10 minutes)**

- Students will gather back to whole group setting.
- Students will share their work and reflect on the ideas presented.

### **Mini- Lesson Structure**

#### **Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

#### **Independent Reading Work and Guided Practice (30-40 minutes)**

- Students can read independently.
- Teacher will confer with students individually or in small groups.

- Teacher will differentiate instruction in guided reading groups.
- Group Share (5-10 minutes)**
- Students will gather back together.
  - Students will share their work and reflect on the ideas presented.

**Anticipated daily sequence of activities:** The structure of the daily lesson will be in the format of a 30 minute Foundation lesson. Based on the pacing of the unit, the teacher will be using the structure based on the day and unit of study.

**Foundation Lesson Structure** (varies depending on day and week of unit)

- Letter-Keyword- Sound
- Drill Sound Warm Up
- Sky Write/Letter Formation
- Student Notebook
- Echo/Letter Formation
- Word Play
- Echo/Find Letters
- Make It Fun
- Alphabetical Order
- Dictation/Words
- Dictation/Sentences
- Trick Word Practice

### Suggested Learning Resources

Foundations

<https://www.wilsonlanguage.com/programs/foundations/>

Schoolwide Fundamentals Units

<http://schoolwide.com>

Units: Launching, Fiction, Nonfiction, Poetry, Social Studies

Schoolwide Reading Unit Appendices

Schoolwide Reading Unit Mentor Texts

iPads

Teacher created centers focused on specific skills

Seesaw Online Portfolio

<https://app.seesaw.me/#/login>

Raz Kids

<http://www.raz-kids.com/main/Login/>

Storyline Online

<https://www.storylineonline.net/>

Epic Books

<https://www.getepic.com/>

Dry Erase Boards

Large Sound Cards

Standard Sound Cards  
Baby Echo  
Echo  
Writing Grids  
Sentence Frames  
Syllable Frame  
Trick Word Cards  
Vowel Extension Poster  
Student Notebook  
Magnetic Boards

### Pacing Guide

[https://docs.google.com/document/d/1FR0uJ1ERrI5FzIiw568k5VusmHy\\_PTTVDcZr75sHGFU/edit?usp=sharing](https://docs.google.com/document/d/1FR0uJ1ERrI5FzIiw568k5VusmHy_PTTVDcZr75sHGFU/edit?usp=sharing)

### 21<sup>st</sup> Century Life and Careers

#### Career Ready Practices

- CPRP2.** Apply appropriate academic and technical skills
- CPRP4.** Communicate clearly and effectively and with reason
- CPRP6.** Demonstrate creativity and innovation.
- CRP11.** Use technology to enhance productivity.

#### Personal Financial Literacy

- 9.1.4.A.1** Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

#### Career Awareness, Exploration, and Preparation

- 9.2.4.A.1** Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

#### Career and Technical Education

- 9.3.12.ED.1** Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
- 9.3.12.ED.2** Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

### Accommodations and Modifications

#### Gifted and Talented

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project based learning units of study.

#### English Language Learners

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

### **Students with IEPs/504s**

Review student individual education plan and/or 504 plan  
Establish procedures for accommodations and modifications for assessments as per IEP/504.

Modify classroom environment to support academic and physical needs of the students per IEP/504.

### **At-Risk Learners**

Provide Title 1 services to students not meeting academic standards in ELA  
Differentiated instruction

Basic Skills

Provide instructional interventions in the general education classroom.

### **Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific ELA skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

### **Social Studies**

#### **6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century**

Strand A: Civics, Government and Human Rights

Strand B: Geography, People and the Environment

Strand C: Economics, Innovation and Technology

Strand D: History, Culture and Perspectives

### **Mentor Texts**

- **Fancy Nancy: My Family History** by Jane O'Connor
- **Helpers in My Community** by Bobbi Kalman
- **Homes** by Yang-Huan
- **Me and My Family Tree** by Joan Sweeney
- **Me on the Map** by Joan Sweeney
- **Whose Hat Is This?** by Sharon Katz Cooper

### **Holocaust Literature Study**

The Sneetches by Dr. Seuss

The Berenstain Bears New Neighbors by Stan and Jan Berenstain

### **Science**

K-ESS2 Earth's Systems

K-ESS3 Earth and Human Activity

**Mentor Texts**

- **Dandelion Seed** by Joseph Anthony
- **Flowers** by Vijaya Khisty Bodach
- **In a Nutshell** by Joseph Anthony
- **Molly's Organic Garden** by Carol L. Malnor and Trina L. Hunner
- **Stems** by Vijaya Khisty Bodach
- **What is a Scientist?** by Barbara Lehn

**Visual Arts**

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods.

**Integration of Technology**

Educational Technology

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

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

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Deal School Curriculum

Kindergarten English Language Arts – Writing

**Desired Outcomes**

**Text Types and Purposes:**

NJSLS.ELA-LITERACY.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...).

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.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.

**Production and Distribution of Writing:**

NJSLS.ELA-LITERACY.W.K.5

With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).

NJSLS.ELA-LITERACY.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.

**Research to Build and Present Knowledge:**

NJSLS.ELA-LITERACY.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).

NJSLS.ELA-LITERACY.W.K.8

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

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Writers have a purpose for writing.</li> <li>2. Writers gather their ideas from personal experience, observations, reading, and imagination.</li> <li>3. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>4. Good writers use a repertoire of strategies that enables them to</li> </ol>	<ol style="list-style-type: none"> <li>1. Why do writers write?</li> <li>2. How do good writers express themselves?</li> <li>3. How do writers develop a well-written product?</li> <li>4. How does process shape the writer’s product?</li> <li>5. How does each step in the writing process impact your writing?</li> <li>6. How can writing be evaluated?</li> <li>7. How can evaluation and reflection be used to improve</li> </ol>

<p>vary form and style, in order to write for different purposes, audiences, and contexts.</p> <p>5. Writing is a multi-stage process.</p> <p>6. Writing is a reflective process.</p>	<p>writing?</p>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Writing may be used to express an opinion, inform or explain, or narrate a story.</li> <li>● Responding to questions and suggestions from peers can strengthen writing.</li> <li>● Digital tools may be used to produce and publish writing.</li> <li>● An answer to a question can be provided by recalling information from experiences or gathering information from provided sources.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> <li>● With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> <li>● Participate in shared research and writing projects</li> <li>● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<p><b>Assessment Evidence</b></p>	

## **FORMATIVE ASSESSMENTS**

One on one conferences  
Guided reading  
Observation  
Quick Checks  
Homework  
Checklist Assessments  
    Thumbs Up  
Think Pair Share  
    Turn and Talks  
    Dry Erase Boards

## **SUMMATIVE ASSESSMENTS**

Schoolwide/Foundation Unit Assessments  
Writing Samples  
Published Writing

## **BENCHMARKS**

Diagnostic Assessments

## **ALTERNATIVE ASSESSMENTS**

Project Specific Rubrics  
Group Project Products  
Center Products

## **Suggested Learning Plan**

### **Anticipated daily sequence of activities:**

The structure of the daily lesson will be in the format of a 90 minute writer's workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

### **Interactive Read-Aloud Structure**

#### **Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and authors.
- Teacher will model how to read like a writer.

#### **Independent reading work and small group work (20-30 minutes)**

- Students will write independently, often responding to what was read or discussed.
- Teacher will support by conferring with students.

#### **Group Share (5-10 minutes)**

- Students will gather back to whole group setting.

- Students will share their writing and reflect on the ideas presented.

### **Mini- Lesson Structure**

#### **Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

#### **Independent Writing Time and Teaching Conferring (20-30 minutes)**

- Students can write independently.
- Students will practice or try out what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

#### **Group Share (5-10 minutes)**

- Students will gather back together.
- Students will share writing and reflect on the ideas presented.

**Anticipated daily sequence of activities:** The structure of the daily lesson will be in the format of a 30 minute Foundation lesson. Based on the pacing of the unit, the teacher will be using the structure based on the day and unit of study.

#### **Foundation Lesson Structure** (varies depending on day and week of unit)

- Letter-Keyword- Sound
- Drill Sound Warm Up
- Sky Write/Letter Formation
- Student Notebook
- Echo/Letter Formation
- Word Play
- Echo/Find Letters
- Make It Fun
- Alphabetical Order
- Dictation/Words
- Dictation/Sentences
- Trick Word Practice

### **Suggested Learning Resources**

Foundations

<https://www.wilsonlanguage.com/programs/foundations/>

Schoolwide Fundamentals Units

<http://schoolwide.com>

Units: How Writer's Work, Personal Narrative, List and Label, Functional Writing

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1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods.

## **Integration of Technology**

### **Educational Technology**

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

**8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.**

**8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.**

**Annual Pacing Guide**  
**Grade Level:** Kindergarten  
**Subject:** English Language Arts

September	October	November	December	January
<b>Reading:</b> Launching <b>Writing:</b> How Writer's Work <b>Foundations:</b> Introduction (1 week) Unit 1 (12 weeks)	<b>Reading:</b> Launching <b>Writing:</b> How Writer's Work <b>Foundations:</b> Unit 1 (12 weeks)	<b>Reading:</b> Fiction <b>Writing:</b> How Writer's Work <b>Foundations:</b> Unit 1 (12 weeks)	<b>Reading:</b> Fiction <b>Writing:</b> How Writer's Work <b>Foundations:</b> Unit 1 (12 weeks)	<b>Reading:</b> Fiction <b>Writing:</b> Donald Crews Author Study <b>Foundations:</b> Unit 2 (4 weeks)

February	March	April	May	June
<b>Reading:</b> Nonfiction <b>Writing:</b> Donald Crews Author Study <b>Foundations:</b> Unit 3 (6 weeks)	<b>Reading:</b> Nonfiction <b>Writing:</b> Donald Crews Author Study <b>Foundations:</b> Unit 3 (6 weeks) Unit 4 (4 weeks)	<b>Reading:</b> Nonfiction <b>Writing:</b> List and Labels <b>Foundations:</b> Unit 4 (4 weeks) Unit 5 (6 weeks)	<b>Reading:</b> My Place in the World <b>Writing:</b> List and Labels <b>Foundations:</b> Unit 5 (6 weeks)	<b>Reading:</b> My Place in the World <b>Writing:</b> List and Labels <b>Foundations:</b> Unit 5 (6 weeks)



Working document.

Update as needed.

**Annual Pacing Guide**  
**Grade Level:** Kindergarten  
**Subject:** English Language Arts



Working document.

Update as needed

# **Deal School Curriculum**



## **English Language Arts Curriculum Guide Grade 1**

# Deal School

Deal, New Jersey

2018

Board of Education

**Dennis Melofchik, President**  
**Kaye Jannarone, Vice President**

**Michael Sorrentino**  
**Donna Rienzo**  
**David Tawil**



Administration

**Donato Saponaro, Jr.**  
Superintendent of Schools

**Curriculum Writing Committee**

Administration

Donato Saponaro, Jr.

Consultant/Curriculum Development

Nick Montesano

Teacher(s)

Alexis Moskov

Developed and Written

August – November 2014

Revised

December 2018

Board Approved

December 2018

### **Purpose**

The English Language Arts Curriculum Guide for Grade 1 is a resource for educators to refer to in planning and preparing for curriculum instruction aligned to Common Core State Standards and best practices. For each unit, desired outcomes, learners' enduring understanding, essential questions, learner goals and objectives, suggested assessments, anticipated sequence of events, and learning resources are identified.

Additionally, links are included in the plan for 21<sup>st</sup> Century Skills and Themes as well as Scope and Sequence links for district approved programs.

### **Assessments**

Prior to implementing the curriculum, diagnostic assessments can be used to gather baseline data to guide beginning instruction. Throughout each unit, formative and summative assessments are available to determine achievement and guide instruction.

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Deal School Curriculum

Grade 1 English Language Arts – Language

**Desired Outcomes**

**Conventions of Standard English:**

NJSLS.ELA-LITERACY.L.1.1

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

NJSLS.ELA-LITERACY.L.1.1.A

Print all upper- and lowercase letters.

NJSLS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

NJSLS.ELA-LITERACY.L.1.1.C

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

NJSLS.ELA-LITERACY.L.1.1.D

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

NJSLS.ELA-LITERACY.L.1.1.E

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

NJSLS.ELA-LITERACY.L.1.1.F

Use frequently occurring adjectives.

NJSLS.ELA-LITERACY.L.1.1.G

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

NJSLS.ELA-LITERACY.L.1.1.H

Use determiners (e.g., articles, demonstratives).

NJSLS.ELA-LITERACY.L.1.1.I

Use frequently occurring prepositions (e.g., during, beyond, toward).

NJSLS.ELA-LITERACY.L.1.1.J

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

NJSLS.ELA-LITERACY.L.1.2

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

NJSLS.ELA-LITERACY.L.1.2.A

Capitalize dates and names of people.

NJSLS.ELA-LITERACY.L.1.2.B

Use end punctuation for sentences.

NJSLS.ELA-LITERACY.L.1.2.C

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

NJSLS.ELA-LITERACY.L.1.2.D

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

NJSLS.ELA-LITERACY.L.1.2.E

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

**Knowledge of Language:**

NJSLS.ELA-LITERACY.L.1.3

(L.1.3 begins in grade 2)

**Vocabulary Acquisition and Use:**

NJSLS.ELA-LITERACY.L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

NJSLS.ELA-LITERACY.L.1.4.A

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

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.L.1.4.C

Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

NJSLS.ELA-LITERACY.L.1.5

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

NJSLS.ELA-LITERACY.L.1.5.A

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

NJSLS.ELA-LITERACY.L.1.5.B

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

NJSLS.ELA-LITERACY.L.1.5.C

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

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.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).

**Enduring Understandings**

1. Written communication and mechanics promote fluency of communication.
2. Rules, conventions of language, help readers understand what is

**Essential Questions**

1. What is the purpose of applying grammar and mechanic skills?
2. How do rules of language affect communication?
3. How does word choice affect

<p>being communicated.</p> <ol style="list-style-type: none"> <li>3. Words powerfully affect meaning.</li> <li>4. People communicate through words.</li> <li>5. Conventional spelling promotes common understanding.</li> <li>6. Using proper form in sentence and paragraph composition will help us clarify and express our thoughts.</li> </ol>	<p>meaning?</p> <ol style="list-style-type: none"> <li>4. Why is it important to spell correctly?</li> <li>5. How can you write paragraphs to make a clear picture for your reader?</li> </ol>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● There are standard conventions of grammar and usage when writing or speaking the English Language.</li> <li>● There are three forms of nouns: common, proper, and possessive.</li> <li>● Singular and plural nouns are used when matching verbs in basic sentences.</li> <li>● There are three forms of pronouns: personal, possessive, and indefinite.</li> <li>● Verbs are used to convey a sense of past, present, and future.</li> <li>● Adjectives, conjunctions, determiners, and prepositions occur frequently in the English Language.</li> <li>● Simple and compound declarative, interrogative, imperative, and exclamatory sentences are produced and expanded in response to prompts.</li> <li>● Capitalization, punctuation, and spelling are standard conventions when writing.</li> <li>● Dates and names of people should be capitalized.</li> <li>● Sentences contain end punctuation.</li> <li>● Commas are used in dates and to separate single words in a series.</li> <li>● Conventional spelling is used for words with common spelling</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>○ Print all upper- and lowercase letters.</li> <li>○ Use common, proper, and possessive nouns.</li> <li>○ Use singular and plural nouns with matching verbs in basic sentences.</li> <li>○ Use personal, possessive, and indefinite pronouns.</li> <li>○ Use verbs to convey a sense of past, present, and future.</li> <li>○ Use frequently occurring adjectives.</li> <li>○ Use frequently occurring conjunctions.</li> <li>○ Use determiners.</li> <li>○ Use frequently occurring prepositions.</li> <li>○ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul> </li> <li>● Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>○ Capitalize dates and</li> </ul> </li> </ul>

<p>patterns and for frequently occurring irregular words.</p> <ul style="list-style-type: none"><li>● Meanings of words can be determined or clarified by choosing flexibly from an array of strategies.</li><li>● Sorting words into categories and defining words by categories are strategies to help gain meaning.</li><li>● Conversations, reading and being read to, and responding to texts help to acquire words and phrases.</li></ul>	<p>names of people.</p> <ul style="list-style-type: none"><li>○ Use end punctuation for sentences.</li><li>○ Use commas in dates and to separate single words in a series.</li><li>○ Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li><li>● 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.<ul style="list-style-type: none"><li>○ Use sentence-level context as a clue to the meaning of a word or phrase.</li><li>○ Use frequently occurring affixes as a clue to the meaning of a word.</li><li>○ Identify frequently occurring root words and their inflectional forms.</li></ul></li><li>● With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.<ul style="list-style-type: none"><li>○ Sort words into categories to gain a sense of the concepts the categories represent.</li><li>○ Define words by category and by one or more key attributes.</li><li>○ Identify real-life connections between words and their use.</li><li>○ Distinguish shades of meaning among verbs differing in manner (and adjectives differing in</li></ul></li></ul>
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	<p>intensity by defining or choosing them or by acting out the meanings.</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>
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**Assessment Evidence**

**Benchmarks**

Linkit Benchmarks  
DRA

**Formative Assessments**

Thumbs Up  
Exit Slips  
Quick Checks  
Class Discussion  
Reading/Writing  
Think Pair Share  
Learning Logs  
Graphic Organizers  
Reading Journals  
Turn and Talks  
Homework  
Composition Notebook  
Dictation-Dry Erase

**Summative Assessments**

Student Self-Assessment  
Graphic Organizers  
Specific Rubrics  
Schoolwide Unit Assessments  
Foundations Unit Assessments

**Alternative Assessments**

Center work  
Project Specific Products  
Group Project Products

**Suggested Learning Plan**

**Anticipated daily sequence of activities:**

The structure of the daily lesson will be in the format of a 90 minute reading

workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

### **Interactive Read-Aloud Structure**

#### **Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
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#### **Independent reading work and guided practice (20-30 minutes)**

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#### **Group Share (5-10 minutes)**

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### **Mini- Lesson Structure**

#### **Mini-Lesson (10-15 minutes)**

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### **Foundations Lesson Structure (varies depending on day and week of unit)**

- Drill Sounds/Warm Up
- Introduce New Concepts
- Word Play
- Echo/Find Letters & Words
- Teach Trick Words - Reading & Spelling
- Word of the Day
- Dictation
- Word Talk
- Make It Fun

- Storytime
- Unit Tests

### Suggested Learning Resources

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 Schoolwide Reading Unit Mentor Texts  
 Graphic Organizers  
 Student Spelling Dictionaries  
 iPads  
<http://guest.portaportal.com/dealschool>  
<http://schoolwide.com>  
[www.raz-kids.com](http://www.raz-kids.com)  
[www.storylineonline.net](http://www.storylineonline.net)  
 Dry erase boards and paddles  
 SMART Notebook

#### Fundations:

Large Sound Cards  
 Standard Sound Cards  
 Trick Words Cards  
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 Vowel extension poster  
 Sentence Frames  
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 Echo the Owl puppet

### Pacing Guide

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### 21<sup>st</sup> Century Life and Careers

#### Career Ready Practices

- CPR2. Apply appropriate academic and technical skills
- CPR4. Communicate clearly and effectively and with reason
- CPR6. Demonstrate creativity and innovation
- CRP11. Use technology to enhance productivity

#### Personal Financial Literacy

- 9.1.4.A.1 Explain the differences between a career and a job and identify various jobs in the community and the related earnings.

### **Career Awareness, Exploration, and Preparation**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals

### **Career and Technical Education**

9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning

9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts

## **Accommodations and Modifications**

### **Gifted and Talented**

Provide appropriate challenge for a wide ranging skills and development.

Participate in inquiry and project-based learning units of study.

### **English Language Learners**

Pair visual prompts.

Provide students with visual models, sentence stems, concrete objects, and hands-on materials.

### **Students with IEPs/504s**

Review student individual education plan and or 504 plan.

Establish procedures for accommodations and modifications for assessments as per IEP/504.

Modify classroom environment to support academic and physical needs of the students as per IEP/504.

### **At Risk Learners**

Provide Title 1 service to students not meeting academic standards in ELA and/or Math.

Differentiated instruction.

Basic Skills.

Provide instructional interventions in the general education classroom.

## **Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during Modeled/Shared Reading mat refer to topics being studied in science, social studies, and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

### **Social Studies**

#### **Holocaust Literature Study**

- The Sneetches by Dr. Seuss
- Hidden: A Child’s Story of the Holocaust by Loic Dauvillier

## **6.1 U.S. History: America in the World**

### **6.3 Active Citizenship in the 21st Century**

- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

#### **Mentor Texts**

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#### **Visual Arts K-2**

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods

### **Integration of Technology**

#### **8.1.2.A.4**

Demonstrate developmentally appropriate navigation skills in virtual

environments (i.e. games museums).

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

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Deal School Curriculum

Grade 1 English Language Arts – Foundational Skills

**Desired Outcomes**

**Print Concepts:**

NJSLS.ELA-LITERACY.RF.1.1

Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

NJSLS.ELA-LITERACY.RF.1.1.A

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**Phonological Awareness:**

NJSLS.ELA-LITERACY.RF.1.2

Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

NJSLS.ELA-LITERACY.RF.1.2.A

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

NJSLS.ELA-LITERACY.RF.1.2.B

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

NJSLS.ELA-LITERACY.RF.1.2.C

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

NJSLS.ELA-LITERACY.RF.1.2.D

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Phonics and Word Recognition:**

NJSLS.ELA-LITERACY.RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words.

NJSLS.ELA-LITERACY.RF.1.3.A

Know the spelling-sound correspondences for common consonant digraphs.

NJSLS.ELA-LITERACY.RF.1.3.B

Decode regularly spelled one-syllable words.

NJSLS.ELA-LITERACY.RF.1.3.C

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

NJSLS.ELA-LITERACY.RF.1.3.D

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

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.RF.1.3.F

Read words with inflectional endings.

NJSLS.ELA-LITERACY.RF.1.3.G

Recognize and read grade-appropriate irregularly spelled words.

**Fluency:**

NJSLS.ELA-LITERACY.RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

NJSLS.ELA-LITERACY.RF.1.4.A

Read grade-level text with purpose and understanding.

NJSLS.ELA-LITERACY.RF.1.4.B

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

NJSLS.ELA-LITERACY.RF.1.4.C

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

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"><li>1. Readers use strategies to construct meaning.</li><li>2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li><li>3. Readers recognize the power of words to affect meaning.</li><li>4. Thoughtful readers evaluate what they read in a personal and informed way.</li></ol>	<ol style="list-style-type: none"><li>1. How do readers construct meaning from text?</li><li>2. How do you figure out a word you do not know?</li><li>3. What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer's choice of words?</li><li>4. How does reading influence readers? Why do readers need to evaluate what they read?</li></ol>
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"><li>● Basic features organize print.</li><li>● The distinguishing features of a sentence are first word, capitalization, and ending punctuation.</li><li>● Spoken words are made up of syllables and sounds.</li><li>● Final -e and common vowel teams represent long vowel sounds.</li><li>● Every syllable must have a vowel sound to determine the number of syllables in a printed word.</li><li>● Reading with sufficient accuracy and fluency supports comprehension.</li></ul>	<ul style="list-style-type: none"><li>● Demonstrate understanding of the organization and basic features of print.</li><li>● Recognize the distinguishing features of a sentence.</li><li>● Demonstrate understanding of spoken words, syllables, and sounds.</li><li>● Distinguish long from short vowel sounds in spoken single-syllable words.</li><li>● Orally produce single-syllable words by blending sounds including consonant blends.</li><li>● Isolate and pronounce initial,</li></ul>

<ul style="list-style-type: none"> <li>● Fluent readers read with accuracy, appropriate rate, and expression.</li> <li>● Good readers use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>medial vowel, and final sounds in spoken single-syllable words</p> <ul style="list-style-type: none"> <li>● Segment spoken single-syllable words into their complete sequence of individual sounds.</li> <li>● Apply grade-level phonics and word analysis skills in decoding words.</li> <li>● Know the spelling-sound correspondences for common consonant digraphs.</li> <li>● Decode regularly spelled one-syllable words.</li> <li>● Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>● Decode two-syllable words following basic patterns by breaking the words into syllables</li> <li>● Read words with inflectional endings.</li> <li>● Recognize and read grade-appropriate irregularly spelled words.</li> <li>● Read with sufficient accuracy and fluency to support comprehension.</li> <li>● Read grade-level text with purpose and understanding.</li> <li>● Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
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**Assessment Evidence**

<p><b>Benchmarks</b>  Linkit Benchmarks  DRA</p> <p><b>Formative Assessments</b>  Thumbs Up  Exit Slips</p>
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<http://guest.portaportal.com/dealschool>

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Dry erase boards and paddles

SMART Notebook

Foundations:

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

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Deal School Curriculum	
Grade 1 English Language Arts – Informational Text	
<b>Desired Outcomes</b>	
<p><b>Key Ideas and Details:</b>  NJSLS.ELA-LITERACY.RI.1.1  Ask and answer questions about key details in a text.  NJSLS.ELA-LITERACY.RI.1.2  Identify the main topic and retell key details of a text.  NJSLS.ELA-LITERACY.RI.1.3  Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Craft and Structure:</b>  NJSLS.ELA-LITERACY.RI.1.4  Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.  NJSLS.ELA-LITERACY.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.  NJSLS.ELA-LITERACY.RI.1.6  Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><b>Integration of Knowledge and Ideas:</b>  NJSLS.ELA-LITERACY.RI.1.7  Use the illustrations and details in a text to describe its key ideas.  NJSLS.ELA-LITERACY.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.  NJSLS.ELA-LITERACY.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><b>Range of Reading and Level of Text Complexity:</b>  NJSLS.ELA-LITERACY.RI.1.10  With prompting and support, read informational texts at grade level text complexity or above.</p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Readers use strategies to construct meaning.</li> <li>2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Strategic readers can develop, select, and apply strategies to</li> </ol>	<ol style="list-style-type: none"> <li>1. How do readers construct meaning from text?</li> <li>2. How do you figure out a word you do not know?</li> <li>3. What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer’s choice of</li> </ol>

<p>enhance their comprehension.</p> <p>3. Readers recognize the power of words to affect meaning.</p> <p>4. Thoughtful readers evaluate what they read in a personal and informed way.</p>	<p>words?</p> <p>4. How does reading influence readers? Why do readers need to evaluate what they read?</p>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Good readers ask and answer questions to determine or clarify the meaning of words and phrases in a text.</li> <li>● Good readers know and use various text features to locate key facts or information in a text.</li> <li>● Illustrations and details in a text help the reader describe its key ideas.</li> <li>● Authors supply reasons to support points in a text.</li> <li>● Although two texts are on the same topic, there may be similarities and differences in the writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions about key details in a text.</li> <li>● Identify the main topic of a text.</li> <li>● Retell key details of a text.</li> <li>● Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>● Know and use various text features to locate key facts or information in a text.</li> <li>● Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> <li>● Use the illustrations and details in a text to describe its key ideas.</li> <li>● Identify the reasons an author gives to support points in a text.</li> <li>● Identify basic similarities in and differences between two texts on the same topic.</li> <li>● With prompting and support, read informational texts appropriately complex for grade 1.</li> </ul>
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<p><b>Benchmarks</b> Linkit Benchmarks DRA</p> <p><b>Formative Assessments</b> Thumbs Up Exit Slips Quick Checks Class Discussion</p>	

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 Dry erase boards and paddles  
 SMART Notebook  
 National Geographics Kids

### Pacing Guide

[https://docs.google.com/document/d/1QDwLzPWfyzT1Dap\\_XifBYviKDVg4kzd0jifGALoNV30/edit?usp=sharing](https://docs.google.com/document/d/1QDwLzPWfyzT1Dap_XifBYviKDVg4kzd0jifGALoNV30/edit?usp=sharing)

### 21<sup>st</sup> Century Life and Careers

#### Career Ready Practices

- CPR2. Apply appropriate academic and technical skills
- CPR4. Communicate clearly and effectively and with reason
- CPR6. Demonstrate creativity and innovation
- CRP11. Use technology to enhance productivity

#### Personal Financial Literacy

- 9.1.4.A.1 Explain the differences between a career and a job and identify various jobs in the community and the related earnings.

#### Career Awareness, Exploration, and Preparation

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals

#### Career and Technical Education

- 9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning
- 9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts

### Accommodations and Modifications

**Gifted and Talented**

Provide appropriate challenge for a wide ranging skills and development.  
Participate in inquiry and project-based learning units of study.

**English Language Learners**

Pair visual prompts.  
Provide students with visual models, sentence stems, concrete objects, and hands-on materials.

**Students with IEPs/504s**

Review student individual education plan and or 504 plan.  
Establish procedures for accommodations and modifications for assessments as per IEP/504.  
Modify classroom environment to support academic and physical needs of the students as per IEP/504.

**At Risk Learners**

Provide Title 1 service to students not meeting academic standards in ELA and/or Math.  
Differentiated instruction.  
Basic Skills.  
Provide instructional interventions in the general education classroom.

**Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies, and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

**Social Studies****Holocaust Literature Study**

- The Sneetches by Dr. Seuss
- Hidden: A Child’s Story of the Holocaust by Loic Dauvillier

**6.1 U.S. History: America in the World****6.3 Active Citizenship in the 21st Century**

- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

**Mentor Texts**

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**Visual Arts K-2**

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods

**Integration of Technology**

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games museums).

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Deal School Curriculum	
Grade 1 English Language Arts – Reading Literature	
<b>Desired Outcomes</b>	
<p><b>Key Ideas and Details:</b>  NJSLS.ELA-LITERACY.RL.1.1  Ask and answer questions about key details in a text.  NJSLS.ELA-LITERACY.RL.1.2  Retell stories, including key details, and demonstrate understanding of their central message or lesson.  NJSLS.ELA-LITERACY.RL.1.3  Describe characters, settings, and major events in a story, using key details.</p> <p><b>Craft and Structure:</b>  NJSLS.ELA-LITERACY.RL.1.4  Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  NJSLS.ELA-LITERACY.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.  NJSLS.ELA-LITERACY.RL.1.6  Identify who is telling the story at various points in a text.</p> <p><b>Integration of Knowledge and Ideas:</b>  NJSLS.ELA-LITERACY.RL.1.7  Use illustrations and details in a story to describe its characters, setting, or events.  NJSLS.ELA-LITERACY.RL.1.8  (RL.1.8 not applicable to literature)  NJSLS.ELA-LITERACY.RL.1.9  Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>Range of Reading and Level of Text Complexity:</b>  NJSLS.ELA-LITERACY.RL.1.10  With prompting and support, read and comprehend stories and poetry of at grade level text complexity or above.</p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Written communication and mechanics promote fluency of communication.</li> <li>2. Rules, conventions of language, help readers understand what is being communicated. Words powerfully affect meaning.</li> <li>3. People communicate through words.</li> <li>4. Conventional spelling promotes common understanding.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the purpose of applying grammar and mechanic skills?</li> <li>2. How do rules of language affect communication?</li> <li>3. How does word choice affect meaning?</li> <li>4. Why is it important to spell correctly?</li> <li>5. How can you write paragraphs to make a clear picture for your reader?</li> </ol>

<p>5. Using proper form in sentence and paragraph composition expresses and clarifies thoughts.</p>	
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● Good readers ask and answer questions about key details in a text.</li> <li>● Good readers retell stories including key details with an understanding of the message or lesson.</li> <li>● Good readers describe characters, settings, and major events in a story, using key details.</li> <li>● Words and phrases are used in stories and poems to suggest feelings or appeal to the senses.</li> <li>● Good readers draw on a wide reading or a range of text types to explain differences between literature and informational texts.</li> <li>● Literature has a storyteller.</li> <li>● Sometimes the storyteller changes in the same story.</li> <li>● Good readers use illustrations and details in a story to describe its characters, setting, or events.</li> <li>● Good readers, with prompting and support, read prose and poetry of appropriate complexity for grade 1</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions about key details in a text.</li> <li>● Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>● Describe characters, settings, and major events in a story, using key details.</li> <li>● Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>● Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li> <li>● Identify who is telling the story at various points in a text.</li> <li>● Use illustrations and details in a story to describe its characters, setting, or events.</li> <li>● Compare and contrast the adventures and experiences of characters in stories.</li> <li>● With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li> </ul>
<b>Assessment Evidence</b>	
<p><b>Benchmarks</b>  Linkit Benchmarks  DRA</p> <p><b>Formative Assessments</b>  Thumbs Up  Exit Slips  Quick Checks  Class Discussion  Reading/Writing</p>	

Think Pair Share  
Learning Logs  
Graphic Organizers  
Reading Journals  
Turn and Talks  
Homework

### **Summative Assessments**

Student Self-Assessment  
Graphic Organizers  
Specific Rubrics  
Unit Assessments

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Center work  
Project Specific Products  
Group Project Products

## **Suggested Learning Plan**

### **Anticipated daily sequence of activities:**

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

### **Interactive Read-Aloud Structure**

#### **Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
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#### **Group Share (5-10 minutes)**

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 Schoolwide Reading Unit Mentor Texts  
 Graphic Organizers  
 Student Spelling Dictionaries  
 iPads  
<http://guest.portaportal.com/dealschool>  
<http://schoolwide.com>  
[www.raz-kids.com](http://www.raz-kids.com)  
[www.storylineonline.net](http://www.storylineonline.net)  
 Dry erase boards and paddles  
 SMART Notebook

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8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Deal School Curriculum	
Grade 1 English Language Arts – Speaking and Listening	
<b>Desired Outcomes</b>	
<p><b>Comprehension and Collaboration:</b></p> <p>NJSLS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>NJSLS.ELA-LITERACY.SL.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>NJSLS.ELA-LITERACY.SL.1.1.B Follow agreed-upon rules for discussions</p> <p>NJSLS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>NJSLS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>NJSLS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>Presentation of Knowledge and Ideas:</b></p> <p>NJSLS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>NJSLS.ELA-LITERACY.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>NJSLS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)</p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.</li> <li>2. Listening skills are critical for learning and communicating.</li> <li>3. Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>4. A speaker selects a form and an organizational pattern based on the audience and purpose.</li> </ol>	<ol style="list-style-type: none"> <li>1. How does a speaker communicate so others will listen and understand the message?</li> <li>2. How does a listener understand a message?</li> <li>3. How do you listen?</li> <li>4. What impact does listening have?</li> <li>5. How do you speak effectively?</li> <li>6. How does the choice of words affect the speaker's message and the listener's response?</li> </ol>

<p>5. A speaker's choice of words and style set the tone and define the message.</p>	
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Multiple exchanges provide for a collaborative conversation in small and larger groups.</li> <li>● Agreed upon rules enhance group discussion.</li> <li>● Questioning is a strategy that can be used to clear up topic confusion, gather additional information, or clarify something that is not understood.</li> <li>● Questioning is a strategy that speakers use to understand key details in a text presented orally or through other media.</li> <li>● Additional details in discussion in provided by describing familiar people, places, things, and events.</li> <li>● Drawings and visual displays may provide additional details and help express ideas and feelings clearly in a conversation or discussion.</li> <li>● Complete sentences enhance oral tasks and situations.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</li> <li>● Follow agreed-upon rules for discussions.</li> <li>● Ask questions to clear up any confusion about the topics and texts under discussion.</li> <li>● Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>● Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> <li>● Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>● Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>● Produce complete sentences when appropriate to task and situation.</li> </ul>
<p><b>Assessment Evidence</b></p>	
<p><b>Benchmarks</b>  Linkit Benchmarks  DRA</p> <p><b>Formative Assessments</b>  Thumbs Up  Exit Slips  Quick Checks  Class Discussion  Reading/Writing</p>	

Think Pair Share  
Learning Logs  
Graphic Organizers  
Reading Journals  
Turn and Talks  
Homework  
Composition Notebook  
Dictation-Dry Erase

### **Summative Assessments**

Student Self-Assessment  
Graphic Organizers  
Specific Rubrics  
Schoolwide Unit Assessments  
Foundations Unit Assessments

### **Alternative Assessments**

Center work  
Project Specific Products  
Group Project Products

## **Suggested Learning Plan**

### **Anticipated daily sequence of activities:**

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

### **Interactive Read-Aloud Structure**

#### **Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
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**Group Share (5-10 minutes)**

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**Anticipated daily sequence of activities:**

The structure of the daily lesson will be in the format of a 30 minute Foundations Lesson. Based on the pacing of the unit, the teacher will be using the Structure based on the Day and Unit of Study.

**Foundations Lesson Structure (varies depending on day and week of unit)**

- Drill Sounds/Warm Up
- Introduce New Concepts
- Word Play
- Echo/Find Letters & Words
- Teach Trick Words - Reading & Spelling
- Word of the Day
- Dictation
- Word Talk
- Make It Fun
- Storytime
- Unit Tests

**Suggested Learning Resources**

Schoolwide Reading Fundamentals Unit

Schoolwide Reading Unit Mentor Texts

Graphic Organizers

Student Spelling Dictionaries

iPads

<http://guest.portaportal.com/dealschool>

<http://schoolwide.com>

[www.raz-kids.com](http://www.raz-kids.com)

[www.storylineonline.net](http://www.storylineonline.net)

Dry erase boards and paddles

SMART Notebook

Foundations:

Large Sound Cards

Standard Sound Cards

Trick Words Cards

Word of the Day Cards  
Student Notebook  
Student Composition Book  
Large/Small Writing Grid  
Magnetic Boards  
Student Dry Writing Tablet  
Vowel extension poster  
Sentence Frames  
Syllable Frames  
Echo the Owl puppet

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Grade 1 English Language Arts – Writing	
<b>Desired Outcomes</b>	
<p><b>Text Types and Purposes:</b></p> <p>NJSLS.ELA-LITERACY.W.1.1 Write opinion pieces, in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>NJSLS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>NJSLS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>Production and Distribution of Writing:</b></p> <p>NJSLS.ELA-LITERACY.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.</p> <p>NJSLS.ELA-LITERACY.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge:</b></p> <p>NJSLS.ELA-LITERACY.W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>NJSLS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Writers have a purpose for writing.</li> <li>2. Writers gather their ideas from personal experience, observations, reading, and imagination.</li> <li>3. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>4. Good writers use a repertoire of strategies that enables them to vary form and style, in order to</li> </ol>	<ol style="list-style-type: none"> <li>1. Why do writers write?</li> <li>2. How do good writers express themselves?</li> <li>3. How do writers develop a well-written product?</li> <li>4. How does process shape the writer’s product?</li> <li>5. How does each step in the writing process impact your writing?</li> <li>6. How can writing be evaluated?</li> <li>7. How can evaluation and reflection be used to improve writing?</li> </ol>

<p>write for different purposes, audiences, and contexts.</p> <p>5. Writing is a multi-stage process.</p> <p>6. Writing is a reflective process.</p>	
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Writing may be used to express an opinion, inform or explain, or narrate a story.</li> <li>● Responding to questions and suggestions from peers can strengthen writing.</li> <li>● Digital tools may be used to produce and publish writing.</li> <li>● Good writers focus on a topic, respond to questions and suggestions from peers, and add details to strengthen their writing as needed.</li> <li>● Good writers recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>● Write opinion pieces, in which they <ul style="list-style-type: none"> <li>○ Introduce the topic or name the book they are writing about.</li> <li>○ State an opinion</li> <li>○ Supply a reason for the opinion.</li> <li>○ Provide some sense of closure.</li> </ul> </li> <li>● Write informative/explanatory texts in which they <ul style="list-style-type: none"> <li>○ Name a topic.</li> <li>○ Supply some facts about the topic.</li> <li>○ Provide some sense of closure.</li> </ul> </li> <li>● Write narratives in which they: <ul style="list-style-type: none"> <li>○ Recount two or more appropriately sequenced events.</li> <li>○ Include some details regarding what happened.</li> <li>○ Use temporal words to signal event order.</li> <li>○ Provide some sense of closure.</li> </ul> </li> <li>● 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.</li> <li>● Participate in shared research and writing projects.</li> <li>● With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
<p><b>Assessment Evidence</b></p>	

**Formative Assessments**

Thumbs Up  
Exit Slips  
Quick Checks  
Class Discussion  
Reading/Writing  
Think Pair Share  
Learning Logs  
Graphic Organizers  
Reading Journals  
Turn and Talks  
Homework  
Composition Notebook  
Dictation-Dry Erase

**Summative Assessments**

Student Self-Assessment  
Graphic Organizers  
Specific Rubrics  
Published Writing Piece  
Schoolwide Unit Assessments  
Foundations Unit Assessments

**Alternative Assessments**

Center work  
Project Specific Products  
Group Project Products

**Suggested Learning Plan**

Writer's Workshop

The structure of the daily lesson will be in the format of a 90 minute writer's workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

**Interactive Read-Aloud Structure****Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and authors.
- Teacher will model how to read like a writer.

**Independent reading work and small group work (20-30 minutes)**

- Students will write independently, often responding to what was read or discussed.
- Teacher will support by conferring with students.

**Group Share (5-10 minutes)**

- Students will gather back to whole group setting.
- Students will share their writing and reflect on the ideas presented.

**Mini- Lesson Structure**

**Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

**Independent Writing Time and Teaching Conferring (20-30 minutes)**

- Students can write independently.
- Students will practice or try out what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

**Group Share (5-10 minutes)**

- Students will gather back together.
- Students will share writing and reflect on the ideas presented.

**Anticipated daily sequence of activities:**

The structure of the daily lesson will be in the format of a 30 minute Foundations Lesson. Based on the pacing of the unit, the teacher will be using the Structure based on the Day and Unit of Study.

**Foundations Lesson Structure (varies depending on day and week of unit)**

- Drill Sounds/Warm Up
- Introduce New Concepts
- Word Play
- Echo/Find Letters & Words
- Teach Trick Words - Reading & Spelling
- Word of the Day
- Dictation
- Word Talk
- Make It Fun
- Storytime
- Unit Tests

**Suggested Learning Resources**

Schoolwide Writing Fundamentals Unit  
Schoolwide Writing Unit Mentor Texts

Graphic Organizers  
Student Spelling Dictionaries  
iPads

<http://guest.portaportal.com/dealschool>

<http://schoolwide.com>

[www.raz-kids.com](http://www.raz-kids.com)

[www.storylineonline.net](http://www.storylineonline.net)

Dry erase boards and paddles  
SMART Notebook

Fundations:

Large Sound Cards

Standard Sound Cards

Trick Words Cards

Word of the Day Cards

Student Notebook

Student Composition Book

Large/Small Writing Grid

Magnetic Boards

Student Dry Writing Tablet

Vowel extension poster

Sentence Frames

Syllable Frames

Echo the Owl puppet

### Pacing Guide

[https://docs.google.com/document/d/1QDwLzPWfyzT1Dap\\_XifBYviKDVg4kzdOjjfGALoNV30/edit?usp=sharing](https://docs.google.com/document/d/1QDwLzPWfyzT1Dap_XifBYviKDVg4kzdOjjfGALoNV30/edit?usp=sharing)

### 21<sup>st</sup> Century Life and Careers

#### **Career Ready Practices**

CPR2. Apply appropriate academic and technical skills

CPR4. Communicate clearly and effectively and with reason

CPR6. Demonstrate creativity and innovation

CRP11. Use technology to enhance productivity

#### **Personal Financial Literacy**

9.1.4.A.1 Explain the differences between a career and a job and identify various jobs in the community and the related earnings.

#### **Career Awareness, Exploration, and Preparation**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals

#### **Career and Technical Education**

9.3.12.ED.1 Apply communication skills with students, parents, and other groups to

enhance learning and a commitment to learning  
9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts

### Accommodations and Modifications

#### **Gifted and Talented**

Provide appropriate challenge for a wide ranging skills and development.  
Participate in inquiry and project-based learning units of study.

#### **English Language Learners**

Pair visual prompts.  
Provide students with visual models, sentence stems, concrete objects, and hands-on materials.

#### **Students with IEPs/504s**

Review student individual education plan and or 504 plan.  
Establish procedures for accommodations and modifications for assessments as per IEP/504.

Modify classroom environment to support academic and physical needs of the students as per IEP/504.

#### **At Risk Learners**

Provide Title 1 service to students not meeting academic standards in ELA and/or Math.  
Differentiated instruction.  
Basic Skills.  
Provide instructional interventions in the general education classroom.

### Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies, and math, most effectively during the “nonfiction” unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

#### **Social Studies**

##### **Holocaust Literature Study**

- The Sneetches by Dr. Seuss
- Hidden: A Child’s Story of the Holocaust by Loic Dauvillier

##### **6.1 U.S. History: America in the World**

##### **6.3 Active Citizenship in the 21st Century**

- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology

- Strand D. History, Culture, and Perspectives

### **Mentor Texts**

- Back-toSchool Rules by Laurie Friedman
- Lilly’s Purple Plastic Purse by Kevin Henkes
- Officer Buckles and Gloria by Kevin Henkes
- We the Kids: Preamble to the Constitution of the US by David Catrow
- Be My Neighbor by Maya Ajmera and John D. Ivanko
- Duck for Turkey Day by Jacqueline Jules
- Fathers, Mothers, Sisters, Brothers: A Collection of Family Poems
- Follow That Map!: A First Book of Mapping Skills by Scott Ritchie
- Madlenka by Peter Sis
- My Family by Sheila Kinkade

### **Science**

- 1-PS4 Waves and Their Applications in Technologies for Information Transfer
- 1-LS1 From Molecules to Organisms: Structures and Processes
- K-2-ETS1 Engineering Design

### **Mentor Texts**

- Animal Life Cycles by Anita Ganeri
- Chicks and Chickens by Gail Gibbons
- From Tadpole to Frog by Wendy Pfeffer
- A Ladybug’s Life by John Himmelman
- Life Cycle of an Emperor Penguin by Bobbie Kalman
- Day Light, Night Light: Where Light Comes From by Franklyn M Branley
- Light by Becky Olien
- The Listening Walk by Paul Showers
- Sound: Loud, Soft, High, and Low
- Sounds All Around by Wendy Pfeffer

### **Visual Arts K-2**

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods

## Integration of Technology

### 8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games museums).

### 8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

### 8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

**Annual Pacing Guide**  
**Grade Level: 1**  
**Subject: English Language Arts**

September	October	November	December	January
<b>Reading:</b> Launching <b>Writing:</b> How Writer’s Work <b>Foundations:</b> Unit 1 (2-3 weeks)	<b>Reading:</b> Launching Fiction <b>Writing:</b> How Writer’s Work <b>Foundations:</b> Unit 2 (2-4 weeks) Unit 3 (2 weeks)	<b>Reading:</b> Fiction Nonfiction <b>Writing:</b> How Writer’s Work <b>Foundations:</b> Unit 3 (2 weeks) Unit 4 (2 weeks)	<b>Reading:</b> Nonfiction <b>Writing:</b> How Writer’s Work <b>Foundations:</b> Unit 5 (1 week) Unit 6 (3 weeks)	<b>Reading:</b> Nonfiction Poetry <b>Writing:</b> Personal Narrative <b>Foundations:</b> Unit 6 (3 weeks) Unit 7 (3 weeks)

February	March	April	May	June
<b>Reading:</b> Poetry Life Cycles of Animals <b>Writing:</b> Personal Narrative <b>Foundations:</b> Unit 8 (2 weeks) Unit 9 (2 weeks)	<b>Reading:</b> Life Cycles of Animals <b>Writing:</b> Personal Narrative <b>Foundations:</b> Unit 10 (3 weeks) Unit 11 (3 weeks)	<b>Reading:</b> Communities, Families, and Traditions <b>Writing:</b> Fiction with Book Review <b>Foundations:</b> Unit 11 (3 weeks) Unit 12 (3 weeks)	<b>Reading:</b> Communités, Families, and Traditions <b>Writing:</b> Fiction with Book Review <b>Foundations:</b> Unit 12 (3 weeks) Unit 13 (3 weeks)	<b>Reading:</b> Author Stud Kevin Henkes <b>Writing:</b> Fiction with Book Review <b>Foundations:</b> Unit 14 (2 weeks)



Working document.

Update as needed

**Annual Pacing Guide**  
**Grade Level: 1**  
**Subject: English Language Arts**

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Working document.

Update as needed

# **Deal School Curriculum**



## **English Language Arts Curriculum Guide Grade 2**

# Deal School

Deal, New Jersey

2018

Board of Education

**Dennis Melofchik, President**  
**Kaye Jannarone, Vice President**

**Michael Sorrentino**  
**Donna Rienzo**  
**David Tawil**



Administration

**Donato Saponaro, Jr.**  
Superintendent of Schools

**Curriculum Writing Committee**

Administration

Donato Saponaro, Jr.

Consultant/Curriculum Development

Nick Montesano

Teacher(s)

Francie Illiano

Developed and Written

August – November 2014

Revised

December 2018

Board Approved

December 2018

**Purpose**

The English Language Arts Curriculum Guide for Grade 2 is a resource for educators to refer to in planning and preparing for curriculum instruction aligned to Common Core State Standards and best practices. For each unit, desired outcomes, learners' enduring understanding, essential questions, learner goals and objectives, suggested assessments, anticipated sequence of events, and learning resources are identified.

Additionally, links are included in the plan for 21<sup>st</sup> Century Skills and Themes as well as Scope and Sequence links for district approved programs.

**Assessments**

Prior to implementing the curriculum, diagnostic assessments can be used to gather baseline data to guide beginning instruction. Throughout each unit, formative and summative assessments are available to determine achievement and guide instruction.

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Deal School Curriculum

Grade 2 English Language Arts – Language

**Desired Outcomes**

**Conventions of Standard English:**

NJSLS.ELA-LITERACY.L.2.1

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

NJSLS.ELA-LITERACY.L.2. 1.A

Use collective nouns (e.g., group).

NJSLS.ELA-LITERACY.L.2.1.B

Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

NJSLS.ELA-LITERACY.L.2.1.C

Use reflexive pronouns (e.g., myself, ourselves).

NJSLS.ELA-LITERACY.L.2.1.D

Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

NJSLS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs, and choose between them depending on what is to be modified.

NJSLS.ELA-LITERACY.L.2.1.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).

NJSLS.ELA-LITERACY.L.2.2

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

NJSLS.ELA-LITERACY.L.2.2.A

Capitalize holidays, product names, and geographic names.

NJSLS.ELA-LITERACY.L.2.2.B

Use commas in greetings and closings of letters.

NJSLS.ELA-LITERACY.L.2.2.C

Use an apostrophe to form contractions and frequently occurring possessives.

NJSLS.ELA-LITERACY.L.2.2.D

Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

NJSLS.ELA-LITERACY.L.2.2.E

Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

**Knowledge of Language:**

NJSLS.ELA-LITERACY.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLS.ELA-LITERACY.L.2.3.A

Compare formal and informal uses of English

**Vocabulary Acquisition and Use:**

NJSLS.ELA-LITERACY.L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

NJSLS.ELA-LITERACY.L.2.4.A

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

NJSLS.ELA-LITERACY.L.2.4.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).

NJSLS.ELA-LITERACY.L.2.4.C

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

NJSLS.ELA-LITERACY.L.2.4.D

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

NJSLS.ELA-LITERACY.L.2.4.E

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

NJSLS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

NJSLS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

NJSLS.ELA-LITERACY.L.2.5.B

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

NJSLS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**Enduring Understandings**

1. Written communication and mechanics promote fluency of communication.
2. Rules, conventions of language, help readers understand what is being communicated. Words powerfully affect meaning.
3. People communicate through words.
4. Conventional spelling promotes

**Essential Questions**

1. What is the purpose of applying grammar and mechanic skills?
2. How do rules of language affect communication?
3. How does word choice affect meaning?
4. Why is it important to spell correctly?
5. How can you write paragraphs to make a clear picture for your

<p>common understanding.</p> <p>5. Using proper form in sentence and paragraph composition expresses and clarifies thoughts.</p>	<p>reader?</p>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to...</b></p>
<ul style="list-style-type: none"> <li>● There are specific conventions of Standard English grammar and usage used when writing or speaking.</li> <li>● There are specific conventions of Standard English capitalization, punctuation, and spelling used when writing or speaking.</li> <li>● The conventions of the English Language are used when writing, speaking, reading, or listening.</li> <li>● The meaning of unknown and multiple-meaning words and phrases can be defined and clarified based on grade 2 reading and content, and by choosing flexibly from an array of strategies.</li> <li>● Understanding word relationships helps to define and clarify unknown words in reading, writing, and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>○ Use collective nouns.</li> <li>○ Form and use frequently occurring irregular plural nouns.</li> <li>○ Use reflexive pronouns.</li> <li>○ Form and use the past tense of frequently occurring irregular verbs.</li> <li>○ Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>○ Produce, expand, and rearrange complete simple and compound sentences.</li> </ul> </li> <li>● Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>○ Capitalize holidays, product names, and geographic names.</li> <li>○ Use commas in greetings and closings of letters.</li> <li>○ Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>○ Generalize learned spelling patterns when writing words.</li> <li>○ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul> </li> </ul>

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|--|---|
|  | <ul style="list-style-type: none"><li>● Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none"><li>○ Compare formal and informal uses of English</li></ul></li><li>● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.<ul style="list-style-type: none"><li>○ Use sentence-level context as a clue to the meaning of a word or phrase.</li><li>○ Determine the meaning of the new word formed when a known prefix is added to a known word.</li><li>○ Use a known root word as a clue to the meaning of an unknown word with the same root.</li><li>○ Use knowledge of the meaning of individual words to predict the meaning of compound words.</li><li>○ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li></ul></li><li>● Demonstrate understanding of word relationships and nuances in word meanings.<ul style="list-style-type: none"><li>○ Identify real-life connections between words and their use.</li><li>○ Distinguish shades of meaning among closely related verbs and closely related adjectives.</li></ul></li><li>● Use words and phrases acquired through conversations, reading</li></ul> |
|--|---|

and being read to, and responding to texts, including using adjectives and adverbs to describe.

### Assessment Evidence

#### Summative Assessments

- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics
- Foundation Unit Assessments
- Quizzes

#### Formative Assessments

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers
- Dry Erase Boards

#### Benchmarks

- DRA
- Link It Benchmarks

#### Alternative Assessments

- Project Specific Rubrics
- Group Project Products

### Suggested Learning Plan

## **Anticipated daily sequence of events**

### **Reading Workshop**

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

### **Interactive Read-Aloud Structure**

#### **Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

#### **Independent reading work and guided practice (20-30 minutes)**

- Students will do partnership, small-group, or independent work while the teacher is providing support as needed.

#### **Group Share (5-10 minutes)**

- Students will gather back to whole group setting.
- Students will share their work and reflect on the ideas presented.

### **Mini- Lesson Structure**

#### **Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

#### **Independent Reading Work and Guided Practice (30-40 minutes)**

- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

#### **Group Share (5-10 minutes)**

- Students will gather back together.
- Students will share their work and reflect on the ideas presented.

### **Anticipated daily sequence of activities**

The structure of the daily lesson will be in the format of a 30 minute Foundation lesson Based on the pacing of the unit, the teacher will be using the Structure based on the unit and day of study.

### **Foundations Lesson Structure (Varies depending on day and week of unit.)**

- Drill Sounds/Warm-Up
- Introduce New Concepts
- Word of the Day

- Dictation (Dry Erase)
- Make it Fun
- Echo/Find Letters & Words
- Review Trick Words
- Trick Word Practice
- Dictation (Composition Book)
- Word Talk
- Unit Test
- Storytime

### Suggested Learning Resources

- Schoolwide Reading Unit Appendices
- Schoolwide Reading Unit Mentor Texts
- Storyline OnLine.net
- Reading A-Z.com
- Scholastic News
- Time for Kids
- Schoolwide.com
- Epic Books
- SMART Notebook
- Dry Erase Boards

- Teacher Created Centers for specific skills.

### **Fundations**

- Standard Sound Cards
- Syllable Frames
- Suffix Frames
- Fundations Letter Board and Tiles
- Large Writing Grid
- Trick Word Flashcards
- Gel Word Board with Magic Pen
- Word of the Day Cards
- Learning Posters
- Ecko the Owl puppet

### **Pacing Guide**

<https://docs.google.com/a/dealschool.org/document/d/1DN7EFAYRjvRWi3f5jbL5O15rXEhVhT3qL0RrAEWn-fs/edit?usp=sharing>

### **21<sup>st</sup> Century Life and Careers**

#### **Career Ready Practices**

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason
- CRP6. Demonstrate creativity and innovation
- CRP11. Use technology to enhance productivity

#### **Personal Financial Literacy**

- 9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings.

#### **Career Awareness, Exploration and Preparation**

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

#### **Career and Technical Education**

- 9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning
- 9.3.12.ED.2 Demonstrate effective written, oral, and multimedia communication in multiple formats and contexts

### **Accommodations and Modifications**

#### **Gifted and Talented**

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study

#### **English Language Learners**

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stem, concrete objects, and hands-on material.

### **Student with IEPs/504s**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.

### **At-Risk Learners**

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

## **Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” units of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

### **Social Studies**

#### **Holocaust Literature Study**

- The Tree in the Courtyard: Looking Through Anne Frank’s Window  
By: Jeff Gottesfeld
- I Will Come Back for You: A Family in Hiding During WWII. By:  
Marisabina Russo
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#### **6.1 U.S, History:America in the World, 6.3 Active Citizenship in the 21st Century**

- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

#### **Mentor Texts**

- City Green by DyAnne DiSalvo-Ryan
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### **Science**

- 2-ESS1 Earth’s Place in the Universe

- K-2-ETS1-Engineering Design

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- Bird, Butterfly, Eel by James Prosek
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Visual Arts K-2

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods.

### Integration of Technology

- 8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games museums).

- 8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

- 8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

Deal School Curriculum	
Grade 2 English Language Arts – Foundational Skills	
<b>Desired Outcomes</b>	
<p><b>Phonics and Word Recognition:</b>  NJSLS.ELA-LITERACY.RF.2.3  Know and apply grade-level phonics and word analysis skills in decoding words.  NJSLS.ELA-LITERACY.RF.2.3.A  Distinguish long and short vowels when reading regularly spelled one-syllable words.  NJSLS.ELA-LITERACY.RF.2.3.B  Know spelling-sound correspondences for common vowel teams.  NJSLS.ELA-LITERACY.RF.2.3.C  Decode regularly spelled two-syllable words with long vowels.  NJSLS.ELA-LITERACY.RF.2.3.D  Decode words with common prefixes and suffixes.  NJSLS.ELA-LITERACY.RF.2.3.E  Identify words with inconsistent but common spelling-sound correspondences.  NJSLS.ELA-LITERACY.RF.2.3.F  Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>Fluency:</b>  NJSLS.ELA-LITERACY.RF.2.4  Read with sufficient accuracy and fluency to support comprehension.  NJSLS.ELA-LITERACY.RF.2.4.A  Read grade-level text with purpose and understanding.  NJSLS.ELA-LITERACY.RF.2.4.B  Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  NJSLS.ELA-LITERACY.RF.2.4.C  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Written communication and mechanics promote fluency of communication.</li> <li>2. Rules, conventions of language, help readers understand what is being communicated. Words powerfully affect meaning.</li> <li>3. People communicate through words.</li> <li>4. Conventional spelling promotes common understanding.</li> <li>5. Using proper form in sentence</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the purpose of applying grammar and mechanic skills?</li> <li>2. How do rules of language affect communication?</li> <li>3. How does word choice affect meaning?</li> <li>4. Why is it important to spell correctly?</li> <li>5. How can you write paragraphs to make a clear picture for your reader?</li> </ol>

and paragraph composition expresses and clarifies thoughts.	
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● Good readers use grade-level phonics and word analysis skills in decoding words.</li> <li>● Good readers read with sufficient accuracy and fluency to support comprehension.</li> <li>● Good readers read grade-level text with purpose and understanding.</li> <li>● Fluent readers read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● Fluent readers use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>○ Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>○ Know spelling-sound correspondences for additional common vowel teams.</li> <li>○ Decode regularly spelled two-syllable words with long vowels.</li> <li>○ Decode words with common prefixes and suffixes.</li> <li>○ Identify words with inconsistent but common spelling-sound correspondences.</li> <li>○ Recognize and read grade-appropriate irregularly spelled words.</li> </ul> </li> <li>● Read with sufficient accuracy and fluency to support comprehension.</li> <li>● Read grade-level text with purpose and understanding.</li> <li>● Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
<b>Assessment Evidence</b>	
<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>● Unit Assessments</li> <li>● Weekly Assessments</li> <li>● Quizzes</li> </ul>	

- Writing Specific Rubrics
- Foundation Unit Assessments
- Quizzes

### **Formative Assessments**

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers
- Dry Erase Boards

### **Benchmarks**

- DRA
- Link It Benchmarks

### **Alternative Assessments**

- Project Specific Rubrics
- Group Project Products

## **Suggested Learning Plan**

### **Anticipated daily sequence of activities**

Reading Workshop

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

### **Interactive Read-Aloud Structure**

#### **Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

#### **Independent reading work and guided practice (20-30 minutes)**

- Students will do partnership, small-group, or independent work while the teacher is providing support as needed.

#### **Group Share (5-10 minutes)**

- Students will gather back to whole group setting.
- Students will share their work and reflect on the ideas presented.

### **Mini- Lesson Structure**

#### **Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

#### **Independent Reading Work and Guided Practice (30-40 minutes)**

- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

#### **Group Share (5-10 minutes)**

- Students will gather back together.
- Students will share their work and reflect on the ideas presented.

### **Anticipated daily sequence of activities**

The structure of the daily lesson will be in the format of a 30 minute Foundation lesson Based on the pacing of the unit, the teacher will be using the Structure based on the unit and day of study.

### **Foundations Lesson Structure (Varies depending on day and week of unit.)**

- Drill Sounds/Warm-Up
- Introduce New Concepts
- Word of the Day
- Dictation (Dry Erase)
- Make it Fun
- Echo/Find Letters & Words
- Review Trick Words
- Trick Word Practice
- Dictation (Composition Book)
- Word Talk
- Unit Test
- Storytime

### **Suggested Learning Resources**

- Schoolwide Reading Unit Appendices
- Schoolwide Reading Unit Mentor Texts
- Storyline OnLine.net
- Reading A-Z.com
- Scholastic News
- Time for Kids
- Schoolwide.com
- Epic Books
- SMART Notebook
- Dry Erase Boards

- Teacher Created Centers for specific skills.

### **Foundations**

- Standard Sound Cards
- Syllable Frames
- Suffix Frames
- Foundations Letter Board and Tiles
- Large Writing Grid
- Trick Word Flashcards
- Gel Word Board with Magic Pen
- Word of the Day Cards
- Learning Posters
- Ecko the Owl puppet
- Dry Erase Writing Tablet

### **Pacing Guide**

<https://docs.google.com/a/dealschool.org/document/d/1DN7EFAYRjvRWi3f5JbL5Ol5rXEhVhT3qLORrAEWn-fs/edit?usp=sharing>

### **21<sup>st</sup> Century Life and Careers**

#### **Career Ready Practices**

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason
- CRP6. Demonstrate creativity and innovation
- CRP11. Use technology to enhance productivity

#### **Personal Financial Literacy**

- 9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings.

#### **Career Awareness, Exploration and Preparation**

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

#### **Career and Technical Education**

- 9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning
- 9.3.12.ED.2 Demonstrate effective written, oral, and multimedia communication in multiple formats and contexts

### **Accommodations and Modifications**

#### **Gifted and Talented**

- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study

#### **English Language Learners**

- Pair visual prompts with verbal presentations

- Provide students with visual models, sentence stem, concrete objects, and hands-on material.

#### **Student with IEPs/504s**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.

#### **At-Risk Learners**

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

### Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” units of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

#### **Social Studies**

##### **Holocaust Literature Study**

- The Tree in the Courtyard: Looking Through Anne Frank’s Window  
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- Farm Community by Peggy Pancella
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## Science

- 2-ESS1 Earth's Place in the Universe
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## Visual Arts K-2

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods.

## Integration of Technology

- 8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games museums).

- 8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

- 8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

<b>Deal School Curriculum</b>	
<b>Grade 2 English Language Arts – Informational Text</b>	
<b>Desired Outcomes</b>	
<p><b>Key Ideas and Details:</b></p> <p>NJSLS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>NJSLS.ELA-LITERACY.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>NJSLS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>Craft and Structure:</b></p> <p>NJSLS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>NJSLS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>NJSLS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>Integration of Knowledge and Ideas:</b></p> <p>NJSLS.ELA-LITERACY.RI.2.7 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>NJSLS.ELA-LITERACY.RI.2.8 Describe and identify the logical connections of how reasons support specific points the author makes in a text.</p> <p>NJSLS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>Range of Reading and Level of Text Complexity:</b></p> <p>NJSLS.ELA-LITERACY.RI.2.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Readers use strategies to construct meaning.</li> <li>2. Readers use language structure and context clues to identify the</li> </ol>	<ol style="list-style-type: none"> <li>1. How do readers construct meaning from text?</li> <li>2. How do you figure out a word you do not know?</li> </ol>

<p>intended meaning of words and phrases as they are used in text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> <p>3. Readers recognize the power of words to affect meaning.</p> <p>4. Thoughtful readers evaluate what they read in a personal and informed way.</p>	<p>3. What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer's choice of words?</p> <p>4. How does reading influence readers? Why do readers need to evaluate what they read?</p>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Good readers ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>● Good readers identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> <li>● Good readers describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>● Good readers determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</li> <li>● Various text features are used to locate key facts or information in a text efficiently.</li> <li>● Good readers identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>● Specific images contribute to and clarify a text.</li> <li>● Reasons support specific points the author makes in a text.</li> <li>● Good readers compare and contrast the most important points presented by two texts on the same topic.</li> <li>● Fluent readers read and</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>● Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</li> <li>● Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>● Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</li> <li>● Know and use various text features to locate key facts or information in a text efficiently.</li> <li>● Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>● Explain how specific images contribute to and clarify a text.</li> <li>● Describe how reasons support specific points the author makes in a text.</li> <li>● Compare and contrast the most important points presented by two texts on the same topic.</li> <li>● By the end of year, read and comprehend informational texts,</li> </ul>

comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**Assessment Evidence**

**Summative Assessments**

- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics
- Foundation Unit Assessments
- Quizzes

**Formative Assessments**

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- Student Self-Assessment
- Graphic Organizers

**Benchmarks**

- DRA
- Link It Benchmarks

**Alternative Assessments**

- Project Specific Rubrics
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**Suggested Learning Plan**

**Reading Workshop**

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

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- Schoolwide.com
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**21<sup>st</sup> Century Life and Careers**

**Career Ready Practices**

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9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings.

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9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

**Career and Technical Education**

9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning

9.3.12.ED.2 Demonstrate effective written, oral, and multimedia communication in multiple formats and contexts

**Accommodations and Modifications**

**Gifted and Talented**

Provide appropriate challenge for a wide ranging skills and development.  
Participate in inquiry and project-based learning units of study

**English Language Learners**

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stem, concrete objects, and hands-on material.

**Student with IEPs/504s**

- Review student individual education plan and/or 504 plan

Establish procedures for accommodations and modifications for assessments as per IEP/504.

**At-Risk Learners**

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

**Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” units of study.
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## **Visual Arts K-2**

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods.

## **Integration of Technology**

- 8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual

environments (i.e. games museums).

- 8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

- 8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

Deal School Curriculum  
Grade 2 English Language Arts – Reading Literature

**Desired Outcomes**

**Key Ideas and Details:**

NJSLS.ELA-LITERACY.RL.2.1

Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

NJSLS.ELA-LITERACY.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

NJSLS.ELA-LITERACY.RL.2.3

Describe how characters in a story respond to major events and challenges using key details.

**Craft and Structure:**

NJSLS.ELA-LITERACY.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS.ELA-LITERACY.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

NJSLS.ELA-LITERACY.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**Integration of Knowledge and Ideas:**

NJSLS.ELA-LITERACY.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

NJSLS.ELA-LITERACY.RL.2.8

(RL.2.8 not applicable to literature)

NJSLS.ELA-LITERACY.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**Range of Reading and Level of Text Complexity:**

NJSLS.ELA-LITERACY.RL.2.10

Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

**Enduring Understandings**

1. Readers use strategies to construct meaning.
2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

**Essential Questions**

1. How do readers construct meaning from text?
2. How do you figure out a word you do not know?
3. What do readers do when they do not understand everything in a

<p>Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> <ol style="list-style-type: none"> <li>3. Readers recognize the power of words to affect meaning.</li> <li>4. Thoughtful readers evaluate what they read in a personal and informed way.</li> </ol>	<p>text? Why do readers need to pay attention to a writer's choice of words?</p> <ol style="list-style-type: none"> <li>4. How does reading influence readers? Why do readers need to evaluate what they read?</li> </ol>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Questioning is a strategy used to demonstrate understanding of key details in a text.</li> <li>● Good readers recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>● Fluent readers use a variety of strategies for comprehension.</li> <li>● Words and phrases supply rhythm and meaning in a story, poem, or song.</li> <li>● Characters in a story respond to major events and challenges.</li> <li>● The beginning of a story introduces it and the end concludes the action.</li> <li>● Characters express differing points of view in different ways.</li> <li>● Information gained from the illustrations and words in a print or digital text is used to demonstrate understanding of its characters, setting, or plot.</li> <li>● Different authors in different cultures may write different versions of the same stories.</li> <li>● By the end of the year, fluent readers read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>● Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li> <li>● Describe how characters in a story respond to major events and challenges.</li> <li>● Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</li> <li>● Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> <li>● Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</li> <li>● Compare and contrast two or more versions of the same story by different authors or from different cultures.</li> <li>● By the end of the year, read and comprehend literature, including</li> </ul>

stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Assessment Evidence

#### Summative Assessments

- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics
- Foundation Unit Assessments
- Quizzes

#### Formative Assessments

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

#### Benchmarks

- DRA
- Link It Benchmarks

#### Alternative Assessments

- Project Specific Rubrics
- Group Project Products

### Suggested Learning Plan

#### Reading Workshop

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

#### Interactive Read-Aloud Structure

##### Read- Aloud , teacher modeling and class discussion (20-30 minutes)

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations,

inquiries, and ideas about the text(s) and use of skills.

- Teacher will engage students in a focused discussion.

**Independent reading work and guided practice (20-30 minutes)**

- Students will do partnership, small-group, or independent work while the teacher is providing support as needed.

**Group Share (5-10 minutes)**

- Students will gather back to whole group setting.
- Students will share their work and reflect on the ideas presented.

**Mini- Lesson Structure**

**Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

**Independent Reading Work and Guided Practice (30-40 minutes)**

- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

**Group Share (5-10 minutes)**

- Students will gather back together.
- Students will share their work and reflect on the ideas presented.

**Suggested Learning Resources**

- Schoolwide Reading Unit Appendices
- Schoolwide Reading Unit Mentor Texts
- Storyline OnLine.net
- Reading A-Z.com
- Scholastic News
- Time for Kids
- Schoolwide.com
- Epic Books
- Teacher Created Centers for specific skills.

**Pacing Guide**

<https://docs.google.com/a/dealschool.org/document/d/1DN7EFAYRjvRWi3f5jL50l5rXEhVhT3qL0RrAEWn-fs/edit?usp=sharing>

**21<sup>st</sup> Century Life and Careers**

**Career Ready Practices**

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason
- CRP6. Demonstrate creativity and innovation
- CRP11. Use technology to enhance productivity

### **Personal Financial Literacy**

9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings.

### **Career Awareness, Exploration and Preparation**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

### **Career and Technical Education**

9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning

9.3.12.ED.2 Demonstrate effective written, oral, and multimedia communication in multiple formats and contexts

## **Accommodations and Modifications**

### **Gifted and Talented**

Provide appropriate challenge for a wide ranging skills and development.  
Participate in inquiry and project-based learning units of study

### **English Language Learners**

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stem, concrete objects, and hands-on material.

### **Student with IEPs/504s**

- Review student individual education plan and/or 504 plan

Establish procedures for accommodations and modifications for assessments as per IEP/504.

### **At-Risk Learners**

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

## **Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” units of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

### **Social Studies**

#### **Holocaust Literature Study**

- The Tree in the Courtyard: Looking Through Anne Frank’s Window  
By: Jeff Gottesfeld
- I Will Come Back for You: A Family in Hiding During WWII. By:  
Marisabina Russo
- Benno and The Night of Broken Glass. By: Meg Wiviott

### **6.1 U.S, History:America in the World, 6.3 Active Citizenship in the 21st Century**

- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

#### Mentor Texts

- City Green by DyAnne DiSalvo-Ryan
- City Homes by Nicola Barber
- Community Helpers from A to Z by Bobbie Kalman
- Farm Community by Peggy Pancella
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- Journey, The by Sarah Stewart

#### Science

- 2-ESS1 Earth’s Place in the Universe
- K-2-ETS1-Engineering Design

#### Mentor Texts

- Bird, Butterfly, Eel by James Prosek
- Can It Rain Cats and Dogs? Questions & Answers About Weather by Melvin and Gilda Berger
- Nature’s Patterns: Day and Night by Anita Ganeri
- Nature’s Patterns: Weather Patterns by Monica Hughes
- Outside Your Window: A First Book of Nature by Nicola Davies
- Reasons for Seasons, The by Gail Gibbons

#### Visual Arts K-2

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods.

### Integration of Technology

- 8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games museums).

- 8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

- 8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

Deal School Curriculum  
Grade 2 English Language Arts – Speaking and Listening

**Desired Outcomes**

**Comprehension and Collaboration:**

NJSLS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

NJSLS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon norms rules 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).

NJSLS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their explicit comments to the remarks of others.

NJSLS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

NJSLS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

NJSLS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Presentation of Knowledge and Ideas:**

NJSLS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

NJSLS.ELA-LITERACY.SL.2.5

Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

NJSLS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

**Enduring Understandings**

1. Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.
2. Listening skills are critical for learning and communicating.
3. Effective listeners are able to interpret and evaluate

**Essential Questions**

1. How does a speaker communicate so others will listen and understand the message?
2. How does a listener understand a message?
3. How do you listen?
4. What impact does listening have?
5. How do you speak effectively?

<p>increasingly complex messages.</p> <p>4. A speaker selects a form and an organizational pattern based on the audience and purpose.</p> <p>5. A speaker's choice of words and style set the tone and define the message.</p>	<p>6. How does the choice of words affect the speaker's message and the listener's response?</p>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Questioning is a strategy used in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue from a speaker.</li> <li>● Collaborative conversations with partners or in groups contain agreed-upon rules where speakers build upon other's talk, linking their comments, and asking for clarification.</li> <li>● Appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences enhance storytelling.</li> <li>● Audio recordings, drawings and other visual displays can clarify ideas, thought, and feelings.</li> <li>● Complete sentences when appropriate to task and situation, provide requested detail or clarification.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>● Follow agreed-upon rules for discussions.</li> <li>● Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>● Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> <li>● Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>● 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.</li> <li>● Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>● Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> <li>● Produce complete sentences when appropriate to task and situation in order to provide</li> </ul>

requested detail or clarification.

### Assessment Evidence

#### Summative Assessments

- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics
- Foundation Unit Assessments
- Quizzes

#### Benchmarks

- DRA
- Link It Benchmarks

#### Formative Assessments

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers
- Dry Erase Boards

#### Benchmarks

- DRA
- Link It Benchmarks

#### Alternative Assessments

- Project Specific Rubrics
- Group Project Products
- Echo/Find Letters & Words
- Review Trick Words
- Trick Word Practice
- Dictation (Composition Book)
- Word Talk
- Unit Test
- Storytime

### Suggested Learning Plan

#### Anticipated daily sequence of events

Reading Workshop

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

### **Interactive Read-Aloud Structure**

#### **Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

#### **Independent reading work and guided practice (20-30 minutes)**

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#### **Group Share (5-10 minutes)**

- Students will gather back to whole group setting.
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### **Mini- Lesson Structure**

#### **Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

#### **Independent Reading Work and Guided Practice (30-40 minutes)**

- Students can read independently.
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- Teacher will differentiate instruction in guided reading groups.

#### **Group Share (5-10 minutes)**

- Students will gather back together.
- Students will share their work and reflect on the ideas presented.

### **Anticipated daily sequence of activities**

The structure of the daily lesson will be in the format of a 30 minute Foundation lesson Based on the pacing of the unit, the teacher will be using the Structure based on the unit and day of study.

### **Foundations Lesson Structure (Varies depending on day and week of unit.)**

- Drill Sounds/Warm-Up
- Introduce New Concepts
- Word of the Day
- Dictation (Dry Erase)
- Make it Fun
- Echo/Find Letters & Words

- Review Trick Words
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### Suggested Learning Resources

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#### **Foundations**

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- Suffix Frames
- Foundations Letter Board and Tiles
- Large Writing Grid
- Trick Word Flashcards
- Gel Word Board with Magic Pen
- Word of the Day Cards
- Learning Posters
- Ecko the Owl puppet

### Pacing Guide

<https://docs.google.com/a/dealschool.org/document/d/1DN7EFAYRjvRWi3f5JbL5O15rXEhVhT3qLORrAEWn-fs/edit?usp=sharing>

21<sup>st</sup> Century Life and Careers

### **Career Ready Practices**

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9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning

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## **Accommodations and Modifications**

### **Gifted and Talented**

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- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stem, concrete objects, and hands-on material.

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- Review student individual education plan and/or 504 plan
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- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
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## **Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” units of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
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- Benno and The Night of Broken Glass. By: Meg Wiviott

### **6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century**

- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

### **Mentor Texts**

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- Farm Community by Peggy Pancella
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- Journey, The by Sarah Stewart

## **Science**

- 2-ESS1 Earth's Place in the Universe
- K-2-ETS1-Engineering Design

### **Mentor Texts**

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and Gilda Berger
- Nature's Patterns: Day and Night by Anita Ganeri
- Nature's Patterns: Weather Patterns by Monica Hughes
- Outside Your Window: A First Book of Nature by Nicola Davies
- Reasons for Seasons, The by Gail Gibbons

## **Visual Arts K-2**

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods.

## **Integration of Technology**

- 8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games museums).

- 8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

- 8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

Deal School Curriculum  
Grade 2 English Language Arts – Writing

**Desired Outcomes**

**Text Types and Purposes:**

NJSLS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

NJSLS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

NJSLS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**Production and Distribution of Writing:**

NJSLS.ELA-LITERACY.W.2.4

(W.2.4 begins in grade 3)

NJSLS.ELA-LITERACY.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

NJSLS.ELA-LITERACY.W.2.6

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

**Research to Build and Present Knowledge:**

NJSLS.ELA-LITERACY.W.2.7

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

NJSLS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

NJSLS.ELA-LITERACY.W.2.9

(W.2.9 begins in grade 4)

**Range of Writing:**

NJSLS.ELA-LITERACY.W.2.10

(W.2.10 begins in grade 3)

**Enduring Understandings**

1. Writers have a purpose for writing.
2. Writers gather their ideas from personal experience, observations, reading, and imagination.
3. Good writers develop and refine

**Essential Questions**

1. Why do writers write?
2. How do good writers express themselves?
3. How do writers develop a well-written product?
4. How does process shape the writer's product?

<p>their ideas for thinking, learning, communicating, and aesthetic expression.</p> <ol style="list-style-type: none"> <li>4. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>5. Writing is a multi-stage process.</li> <li>6. Writing is a reflective process.</li> </ol>	<ol style="list-style-type: none"> <li>5. How does each step in the writing process impact your writing?</li> <li>6. How can writing be evaluated?</li> <li>7. How can evaluation and reflection be used to improve writing?</li> </ol>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Writing may be used to express an opinion, inform or explain, or narrate a story.</li> <li>● Responding to questions and suggestions from peers can strengthen writing.</li> <li>● Digital tools may be used to produce and publish writing.</li> <li>● Good writers focus on a topic, respond to questions and suggestions from peers, and add details to strengthen their writing as needed.</li> <li>● Good writers strengthen their writing by revising and editing.</li> <li>● Good writers recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>● Write opinion pieces in which they: <ul style="list-style-type: none"> <li>○ Introduce the topic or book they are writing about, state an opinion</li> <li>○ Supply reasons that support the opinion</li> <li>○ Use linking words (to connect opinion and reasons</li> <li>○ Provide a concluding statement or section.</li> </ul> </li> <li>● Write informative/explanatory texts in which they: <ul style="list-style-type: none"> <li>○ Introduce a topic</li> <li>○ Use facts and definitions to develop points</li> <li>○ Provide a concluding statement or section.</li> </ul> </li> <li>● Write narratives in which they <ul style="list-style-type: none"> <li>○ Recount a well-elaborated event or short sequence of events.</li> <li>○ Include details to describe actions, thoughts, and feelings.</li> <li>○ Use temporal words to signal event order.</li> <li>○ Provide a sense of closure.</li> </ul> </li> <li>● With guidance and support from adults and peers, focus on a topic</li> <li>● Strengthen writing as needed by revising and editing.</li> <li>● Recall information from</li> </ul>

experiences or gather information from provided sources to answer a question.

- Participate in shared research, and writing projects.
- Recall information from experiences or gather information from provided sources to answer a question.

### Assessment Evidence

#### Summative Assessments

- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics
- Foundation Unit Assessments
- Quizzes
- Final Writing Piece

#### Formative Assessments

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers
- Dry Erase Boards

#### Benchmarks

- DRA
- Link It Benchmarks

#### Alternative Assessments

- Project Specific Rubrics
- Group Project Products

### Suggested Learning Plan

Writer's Workshop

The structure of the daily lesson will be in the format of a 90 minute writing

workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

### **Interactive Read-Aloud Structure**

#### **Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and authors.
- Teacher will model how to read like a writer.

#### **Independent reading work and small group work (20-30 minutes)**

- Students will write independently, often responding to what was read or discussed.
- Teacher will support by conferring with students.

#### **Group Share (5-10 minutes)**

- Students will gather back to whole group setting.
- Students will share their writing and reflect on the ideas presented.

### **Mini- Lesson Structure**

#### **Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

#### **Independent Writing Time and Teaching Confering (30-40 minutes)**

- Students can write independently.
- Students will practice or try out what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

#### **Group Share (5-10 minutes)**

- Students will gather back together.
- Students will share writing and reflect on the ideas presented.

### **Anticipated daily sequence of activities**

The structure of the daily lesson will be in the format of a 30 minute Foundation lesson Based on the pacing of the unit, the teacher will be using the Structure based on the unit and day of study.

### **Foundations Lesson Structure (Varies depending on day and week of unit.)**

- Drill Sounds/Warm-Up
- Introduce New Concepts
- Word of the Day
- Dictation (Dry Erase)

- Make it Fun
- Echo/Find Letters & Words
- Review Trick Words
- Trick Word Practice
- Dictation (Composition Book)
- Word Talk
- Unit Test
- Storytime

### Suggested Learning Resources

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#### **Foundations**

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- Syllable Frames
- Suffix Frames
- Foundations Letter Board and Tiles
- Large Writing Grid
- Trick Word Flashcards
- Gel Word Board with Magic Pen
- Word of the Day Cards
- Learning Posters
- Ecko the Owl puppet
- Dry Erase Writing Tablet

### Pacing Guide

<https://docs.google.com/a/dealschool.org/document/d/1DN7EFAYRjvRWi3f5JbL5Ol5rXEhVhT3qL0RrAEWn-fs/edit?usp=sharing>

### 21<sup>st</sup> Century Life and Careers

#### **Career Ready Practices**

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason
- CRP6. Demonstrate creativity and innovation
- CRP11. Use technology to enhance productivity

### **Personal Financial Literacy**

9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings.

### **Career Awareness, Exploration and Preparation**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

### **Career and Technical Education**

9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning

9.3.12.ED.2 Demonstrate effective written, oral, and multimedia communication in multiple formats and contexts

## **Accommodations and Modifications**

### **Gifted and Talented**

Provide appropriate challenge for a wide ranging skills and development.

Participate in inquiry and project-based learning units of study

### **English Language Learners**

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stem, concrete objects, and hands-on material.

### **Student with IEPs/504s**

- Review student individual education plan and/or 504 plan

Establish procedures for accommodations and modifications for assessments as per IEP/504.

### **At-Risk Learners**

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

## **Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the “nonfiction” units of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

### **Social Studies**

#### **Holocaust Literature Study**

- The Tree in the Courtyard: Looking Through Anne Frank’s Window  
By: Jeff Gottesfeld
- I Will Come Back for You: A Family in Hiding During WWII. By:  
Marisabina Russo
- Benno and The Night of Broken Glass. By: Meg Wiviott

### **6.1 U.S, History:America in the World, 6.3 Active Citizenship in the 21st Century**

- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

#### **Mentor Texts**

- City Green by DyAnne DiSalvo-Ryan
- City Homes by Nicola Barber
- Community Helpers from A to Z by Bobbie Kalman
- Farm Community by Peggy Pancella
- Homes Around the World by Bobbie Kalman
- Journey, The by Sarah Stewart

#### **Science**

- 2-ESS1 Earth’s Place in the Universe
- K-2-ETS1-Engineering Design

#### **Mentor Texts**

- Bird, Butterfly, Eel by James Prosek
- Can It Rain Cats and Dogs? Questions & Answers About Weather by Melvin and Gilda Berger
- Nature’s Patterns: Day and Night by Anita Ganeri
- Nature’s Patterns: Weather Patterns by Monica Hughes
- Outside Your Window: A First Book of Nature by Nicola Davies
- Reasons for Seasons, The by Gail Gibbons

#### **Visual Arts K-2**

1.3.2.D.1-Create two- and three-dimensional works of art using the basic elements of color line shape form texture and space as well as a variety of art mediums and application methods.

### Integration of Technology

- 8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games museums).

- 8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

- 8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**Annual Pacing Guide**  
**Grade Level: 2**  
**Subject: English Language Arts**

September	October	November	December	January
Reading/ Launching	Reading/Launching	Reading/Nonfiction	Reading/Nonfiction	Reading/Nonfiction
Writing/How Writers Work	Writing/How Writers Work	Writing/How Writers Work	Writing/How Writers Work	Writing/Personal Narrative
Fundations(Orientation Unit 1 (2 Weeks) Unit 2 (2 Weeks)	Fundations Unit 2 (2 Weeks) Unit 3 (1 Week) Unit 4 (2 Weeks)	Fundations Unit 4 (2 Weeks) Unit 5 (2 Weeks)	Fundations Unit 6 (2 Weeks) Unit 7 (3 Weeks)	Fundations Unit 7 (3 Weeks) Unit 8 (1 Week)

February	March	April	May	June
Reading/Fiction	Reading/Fiction	Reading/Fiction	Reading/Poetry	Reading/Poetry
Writing/Personal Narrative	Writing/Personal Narrative	Writing/Letter Writing	Writing/Letter Writing	Writing/Letter Writing
Fundations Unit 9 (2 Weeks) Unit 10 (2 Weeks)	Fundations Unit 11 (2 Weeks) Unit 12 (2 Weeks)	Fundations Unit 13 (2 Weeks)	Fundations Unit 14 (2 Weeks) Unit 15 (2 Weeks)	Fundations Unit 16 (1 Week)



Working document.

Update as needed.

# **Deal School Curriculum**



## **English Language Arts Curriculum Guide Grade 3**

# Deal School

Deal, New Jersey

2018

Board of Education

**Dennis Melofchik, President**  
**Kaye Jannarone, Vice President**

**Michael Sorrentino**  
**Donna Rienzo**  
**David Tawil**



Administration

**Donato Saponaro, Jr.**  
Superintendent of Schools

**Curriculum Writing Committee**

Administration

Donato Saponaro, Jr.

Consultant/Curriculum Development

Nick Montesano

Teacher(s)

Heather Campo

Developed and Written

August – November 2014

Revised

December 2018

Board Approved

December 2018

**Purpose**

The English Language Arts Curriculum Guide for Grade 3 is a resource for educators to refer to in planning and preparing for curriculum instruction aligned to Common Core State Standards and best practices. For each unit, desired outcomes, learners' enduring understanding, essential questions, learner goals and objectives, suggested assessments, anticipated sequence of events, and learning resources are identified.

Additionally, links are included in the plan for 21<sup>st</sup> Century Skills and Themes as well as Scope and Sequence links for district approved programs.

**Assessments**

Prior to implementing the curriculum, diagnostic assessments can be used to gather baseline data to guide beginning instruction. Throughout each unit, formative and summative assessments are available to determine achievement and guide instruction.

Deal School Curriculum  
Grade 3 English Language Arts – Language

**Desired Outcomes**

**Conventions of Standard English:**

NJSLS.ELA-LITERACY.L.3.1

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

NJSLS.ELA-LITERACY.L.3.1.A

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

NJSLS.ELA-LITERACY.L.3.1.B

Form and use regular and irregular plural nouns.

NJSLS.ELA-LITERACY.L.3.1.C

Use abstract nouns (e.g., childhood).

NJSLS.ELA-LITERACY.L.3.1.D

Form and use regular and irregular verbs.

NJSLS.ELA-LITERACY.L.3.1.E

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

NJSLS.ELA-LITERACY.L.3.1.F

Ensure subject-verb and pronoun-antecedent agreement.\*

NJSLS.ELA-LITERACY.L.3.1.G

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

NJSLS.ELA-LITERACY.L.3.1.H

Use coordinating and subordinating conjunctions.

NJSLS.ELA-LITERACY.L.3.1.I

Produce simple, compound, and complex sentences.

NJSLS.ELA-LITERACY.L.3.2

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

NJSLS.ELA-LITERACY.L.3.2.A

Capitalize appropriate words in titles.

NJSLS.ELA-LITERACY.L.3.2.B

Use commas in addresses.

NJSLS.ELA-LITERACY.L.3.2.C

Use commas and quotation marks in dialogue.

NJSLS.ELA-LITERACY.L.3.2.D

Form and use possessives.

NJSLS.ELA-LITERACY.L.3.2.E

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

NJSLS.ELA-LITERACY.L.3.2.F

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

NJSLS.ELA-LITERACY.L.3.2.G

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Knowledge of Language:**

NJSLS.ELA-LITERACY.L.3.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

NJSLS.ELA-LITERACY.L.3.3.A

Choose words and phrases for effect.\*

NJSLS.ELA-LITERACY.L.3.3.B

Recognize and observe differences between the conventions of spoken and written standard English.

**Vocabulary Acquisition and Use:**

NJSLS.ELA-LITERACY.L.3.4

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

NJSLS.ELA-LITERACY.L.3.4.A

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

NJSLS.ELA-LITERACY.L.3.4.B

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

NJSLS.ELA-LITERACY.L.3.4.C

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

NJSLS.ELA-LITERACY.L.3.4.D

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

NJSLS.ELA-LITERACY.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

NJSLS.ELA-LITERACY.L.3.5.A

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

NJSLS.ELA-LITERACY.L.3.5.B

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

NJSLS.ELA-LITERACY.L.3.5.C

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

NJSLS.ELA-LITERACY.L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Written communication and mechanics promote fluency of communication.</li> <li>2. Rules, conventions of language, help readers understand what is being communicated. Words powerfully affect meaning.</li> <li>3. People communicate through words.</li> <li>4. Conventional spelling promotes common understanding.</li> <li>5. Using proper form in sentence and paragraph composition expresses and clarifies thoughts.</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the purpose of applying grammar and mechanic skills?</li> <li>2. How do rules of language affect communication?</li> <li>3. How does word choice affect meaning?</li> <li>4. Why is it important to spell correctly?</li> <li>5. How can you write paragraphs to make a clear picture for your reader?</li> </ol>
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● There are standard conventions of grammar and usage for writing and speaking the English Language.</li> <li>● There are standard conventions for capitalization, punctuation, and spelling when writing Standard English.</li> <li>● Knowledge of language and its conventions are used when writing, speaking, reading, or listening.</li> <li>● Fluent readers determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> <li>● Fluent readers demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>● Fluent readers determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>○ Form and use regular and irregular plural nouns.</li> <li>○ Use abstract nouns.</li> <li>○ Form and use regular and irregular verbs.</li> <li>○ Form and use the simple (verb tenses).</li> <li>○ Ensure subject-verb and pronoun-antecedent agreement.</li> <li>○ Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>○ Use coordinating and subordinating conjunctions.</li> <li>○ Produce simple, compound, and complex</li> </ul> </li> </ul>

sentences.

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - Capitalize appropriate words in titles.
  - Use commas in addresses.
  - Use commas and quotation marks in dialogue.
  - Form and use possessives.
  - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
  - Use spelling patterns and in writing words.
  - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Choose words and phrases for effect.
  - Recognize and observe differences between the conventions of spoken and written Standard English.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of the new word formed when a known affix is added to a known word.

	<ul style="list-style-type: none"> <li>○ Use a known root word as a clue to the meaning of an unknown word with the same root,</li> <li>○ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> <li>● Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>○ Distinguish the literal and nonliteral meanings of words and phrases in context.</li> <li>○ Identify real-life connections between words and their use.</li> <li>○ Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</li> </ul> </li> <li>● Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships</li> </ul>
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**Assessment Evidence**

**Formative Assessments**

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebooks
- Homework
- Student Self-Assessment
- Graphic Organizers

- Dry Erase Boards

### **Summative Assessments**

- Schoolwide/ Foundations Unit Assessments
- Foundations Weekly Assessments
- Quizzes
- Writing Specific Rubrics

### **Alternative Assessments**

- Project Specific Rubrics
- Group Project Products

### **Benchmarks**

- DRA
- LinkIt Benchmarks

## **Suggested Learning Plan**

**Anticipated daily sequence of activities** The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

### **Interactive Read-Aloud Structure**

#### **Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

#### **Independent reading work and guided practice (20-30 minutes)**

- Students will do partnership, small-group, or independent work while the teacher is providing support as needed.

#### **Group Share (5-10 minutes)**

- Students will gather back to whole group setting.
- Students will share their work and reflect on the ideas presented.

### **Mini- Lesson Structure**

#### **Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

#### **Independent Reading Work and Guided Practice (30-40 minutes)**

- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

#### **Group Share (5-10 minutes)**

- Students will gather back together.
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**Anticipated daily sequence of activities** The structure of the daily lesson will be in the format of a 30 minute Foundations Lesson. Based on the pacing of the unit, the teacher will be using the structure based on the day and unit of study.

Foundation lesson structure (varies depending on day and week of unit)

- Drill Sound Warm Up
- Echo Find Letters
- Echo Find Words
- Letter Formation
- Guess Which One
- Sky Write
- Trick Words
- Word Of The Day
- Word Talk

### Suggested Learning Resources

Schoolwide Fundamentals Units  
 Schoolwide Reading Unit Appendices  
 Schoolwide Reading Unit Mentor Texts  
 Scholastic News Story Works grades 3-6  
 Dictionaries  
 Thesauruses  
 Graphic organizers  
 Raz Kids <https://www.raz-kids.com/>  
 Storyline Online <https://www.storylineonline.net/>  
 Epic Books [https://www.getepic.com/app/sign\\_in](https://www.getepic.com/app/sign_in)  
 Teacher created centers focused on specific skills  
 Foundations Student Notebooks  
 Dry Erase Boards  
 Cursive Writing Grid  
 Standards Sound Cards  
 Word of the Day Cards  
 Suffix Frames  
 Sound Alike Cards  
 Sound Posters  
 Large Sound Cards  
 Syllable Frames  
 Baby Echo  
 Magnetic Tile Boards

## Pacing Guide

[https://docs.google.com/document/d/1DYA63MYDTUZE-NbBiCiMjzvtvGcApYPIJ9hk9\\_TeYrx8/edit?usp=sharing](https://docs.google.com/document/d/1DYA63MYDTUZE-NbBiCiMjzvtvGcApYPIJ9hk9_TeYrx8/edit?usp=sharing)

### 21<sup>st</sup> Century Life and Careers

#### **Career Ready Practices**

CRP2. Apply appropriate academic and technical skills  
CRP 4. Communicate clearly and effectively and with reason  
CRP 6. Demonstrate creativity and innovation  
CRP 11. Use technology to enhance productivity

#### **Personal Financial Literacy**

9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings

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9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals

#### **Career and Technical Education**

9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning

9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts

### Accommodations and Modifications

#### **Gifted and Talented**

- Provide appropriate challenge for wide ranging skills and development
- Participate in inquiry and project based learning units of study

#### **English Language Learners**

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands-on material

#### **Students with IEP's/504's**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students per IEP/504

#### **At-Risk Learners**

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated Instruction
- Basic Skills
- Provide instruction interventions in the general education classroom

### **Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during modeled/shared reading may refer to topics being studied in science, social studies, and math, most effectively during the “nonfiction” unit of study

- Books and passages may be related to, or taken from, content are texts to help with specific LAL skills during Guided Reading
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during independent reading

### **Social Studies**

#### **Holocaust Literature**

- Hidden by Loie Dauvillier, Marc Lizano, Greg Salsedo
- Famous Lives: Anne Frank by Susanna Davidson
- Benno and the Night of the Broken Glass by Meg Wiviott
- Who Stole the Pink Rabbit by Judith Kerr

#### **6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century**

- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

### **Science**

3-PS2 Motion and Stability: Forces and Interactions

3-LS2 Ecosystems: Interactions, energy, and dynamics

3-LS3 Heredity: Inheritance and variation of traits

3-5-ETS1 Engineering Design

### **Integration of Technology**

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics symbols and or pictures

**Deal School Curriculum**  
**Grade 3 English Language Arts – Foundational Skills**

**Desired Outcomes**

**Phonics and Word Recognition:**

NJSLS.ELA-LITERACY.RF.3.3

Know and apply grade-level phonics and word analysis skills in decoding words.

NJSLS.ELA-LITERACY.RF.3.3.A

Identify and know the meaning of the most common prefixes and derivational suffixes.

NJSLS.ELA-LITERACY.RF.3.3.B

Decode words with common Latin suffixes.

NJSLS.ELA-LITERACY.RF.3.3.C

Decode multisyllable words.

NJSLS.ELA-LITERACY.RF.3.3.D

Read grade-appropriate irregularly spelled words.

**Fluency:**

NJSLS.ELA-LITERACY.RF.3.4

Read with sufficient accuracy and fluency to support comprehension.

NJSLS.ELA-LITERACY.RF.3.4.A

Read grade-level text with purpose and understanding.

NJSLS.ELA-LITERACY.RF.3.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

NJSLS.ELA-LITERACY.RF.3.4.C

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

**Enduring Understandings**

1. Written communication and mechanics promote fluency of communication.
2. Rules, conventions of language, help readers understand what is being communicated. Words powerfully affect meaning.
3. People communicate through words.
4. Conventional spelling promotes common understanding.
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- 6.

**Essential Questions**

1. What is the purpose of applying grammar and mechanic skills?
2. How do rules of language affect communication?
3. How does word choice affect meaning?
4. Why is it important to spell correctly?
5. How can you write paragraphs to make a clear picture for your reader?

**Learners will know...**

- Fluent readers know and apply

**Learners will be able to....**

- Know and apply grade-level

<p>grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>● Good readers read with sufficient accuracy and fluency to support comprehension</li> </ul>	<p>phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>○ Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>○ Decode words with common Latin suffixes.</li> <li>○ Decode multisyllable words.</li> <li>○ Read grade-appropriate irregularly spelled words.</li> </ul> <ul style="list-style-type: none"> <li>● Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>○ Read grade-level text with purpose and understanding.</li> <li>○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul>
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Thesauruses  
Graphic organizers  
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Storyline Online <https://www.storylineonline.net/>  
Epic Books [https://www.getepic.com/app/sign\\_in](https://www.getepic.com/app/sign_in)  
Teacher created centers focused on specific skills  
Foundations Student Notebooks  
Dry Erase Boards  
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Word of the Day Cards  
Suffix Frames  
Sound Alike Cards  
Sound Posters  
Large Sound Cards  
Syllable Frames  
Baby Echo  
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CRP 6. Demonstrate creativity and innovation

CRP 11. Use technology to enhance productivity

**Personal Financial Literacy**

9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings

**Career Awareness, Exploration, and Preparation**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals

**Career and Technical Education**

9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning

9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts

**Accommodations and Modifications**

**Gifted and Talented**

- Provide appropriate challenge for wide ranging skills and development
- Participate in inquiry and project based learning units of study

**English Language Learners**

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands-on material

**Students with IEP's/504's**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students per IEP/504

**At-Risk Learners**

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated Instruction
- Basic Skills
- Provide instruction interventions in the general education classroom

**Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during modeled/shared reading may refer to topics being studied in science, social studies, and math, most effectively during the “nonfiction” unit of study
- Books and passages may be related to, or taken from, content are texts to help with specific LAL skills during Guided Reading
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during independent reading

**Social Studies**

**Holocaust Literature Study**

- Hidden by Loie Dauvillier, Marc Lizano, Greg Salsedo
- Famous Lives: Anne Frank by Susanna Davidson

- Benno and the Night of the Broken Glass by Meg Wiviott
- Who Stole the Pink Rabbit by Judith Kerr

**6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century**

- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

**Science**

3-PS2 Motion and Stability: Forces and Interactions

3-LS2 Ecosystems: Interactions, energy, and dynamics

3-LS3 Heredity: Inheritance and variation of traits

3-5-ETS1 Engineering Design

**Integration of Technology**

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics symbols and or pictures

Deal School Curriculum  
Grade 3 English Language Arts – Informational Text

**Desired Outcomes**

**Key Ideas and Details:**

NJSLS.ELA-LITERACY.RI.3.1

Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

NJSLS.ELA-LITERACY.RI.3.2

Determine the main idea of a text; recount the key details and explain how they support the main idea.

NJSLS.ELA-LITERACY.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Craft and Structure:**

NJSLS.ELA-LITERACY.RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

NJSLS.ELA-LITERACY.RI.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

NJSLS.ELA-LITERACY.RI.3.6

Distinguish their own point of view from that of the author of a text.

**Integration of Knowledge and Ideas:**

NJSLS.ELA-LITERACY.RI.3.7

Use information gained from text features (e.g. illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

NJSLS.ELA-LITERACY.RI.3.8

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

NJSLS.ELA-LITERACY.RI.3.9

Compare and contrast and reflect on (e.g. practical knowledge, historical/ cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

**Range of Reading and Level of Text Complexity:**

NJSLS.ELA-LITERACY.RI.3.10

By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Readers use strategies to construct meaning.</li> <li>2. Readers use language structure</li> </ol>	<ol style="list-style-type: none"> <li>1. How do readers construct meaning from text?</li> <li>2. How do you figure out a word you</li> </ol>

<p>and context clues to identify the intended meaning of words and phrases as they are used in text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> <ol style="list-style-type: none"> <li>3. Readers recognize the power of words to affect meaning.</li> <li>4. Thoughtful readers evaluate what they read in a personal and informed way.</li> </ol>	<p>do not know?</p> <ol style="list-style-type: none"> <li>3. What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer's choice of words?</li> <li>4. How does reading influence readers? Why do readers need to evaluate what they read?</li> </ol>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Fluent readers ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>● Good readers determine the main idea of a text.</li> <li>● Good readers recount the key details and explain how they support the main idea.</li> <li>● Good readers describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>● Fluent readers determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> <li>● Fluent readers use text features and search tools to locate information relevant to a given topic efficiently.</li> <li>● Good readers distinguish their own point of view from that of the authors of a text.</li> <li>● Fluent readers use information gained from illustrations and the words in a text to demonstrate understanding of the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>● Determine the main idea of a text.</li> <li>● Recount the key details and explain how they support the main idea.</li> <li>● Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</li> <li>● Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</li> <li>● Use text features and search tools to locate information relevant to a given topic efficiently.</li> <li>● Distinguish their own point of view from that of the authors of a text.</li> <li>● Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</li> <li>● Describe the logical connection between particular sentences and paragraphs in a text.</li> </ul>

- Good readers describe the logical connection between particular sentences and paragraphs in a text.
- Good readers compare and contrast the most important points and key details presented in two texts on the same topic.
- By the end of the year, fluent readers read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

- Compare and contrast the most important points and key details presented in two texts on the same topic.
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

### Assessment Evidence

#### **Formative Assessments**

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebooks
- Homework
- Student Self-Assessment
- Graphic Organizers

#### **Summative Assessments**

- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

#### **Alternative Assessments**

- Project Specific Rubrics
- Group Project Products

#### **Benchmarks**

- DRA
- LinkIt Benchmarks

### Suggested Learning Plan

**Anticipated daily sequence of activities:**

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

**Interactive Read-Aloud Structure****Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

**Independent reading work and guided practice (20-30 minutes)**

- Students will do partnership, small-group, or independent work while the teacher is providing support as needed.

**Group Share (5-10 minutes)**

- Students will gather back to whole group setting.
- Students will share their work and reflect on the ideas presented.

**Mini- Lesson Structure****Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

**Independent Reading Work and Guided Practice (30-40 minutes)**

- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

**Group Share (5-10 minutes)**

- Students will gather back together.
- Students will share their work and reflect on the ideas presented.

**Suggested Learning Resources**

Schoolwide Fundamentals Units

Schoolwide Reading Unit Appendices

Schoolwide Reading Unit Mentor Texts

Scholastic News Story Works grades 3-6

Dictionaries

Thesauruses

Graphic organizers

Raz Kids <https://www.raz-kids.com/>

Storyline Online <https://www.storylineonline.net/>

Epic Books [https://www.getepic.com/app/sign\\_in](https://www.getepic.com/app/sign_in)

Teacher created centers focused on specific skills  
Scholastic News for Kids

### Pacing Guide

[https://docs.google.com/document/d/1DYA63MYDTUZE-NbBiCiMjztvGcApYPIJ9hk9\\_TeYrx8/edit?usp=sharing](https://docs.google.com/document/d/1DYA63MYDTUZE-NbBiCiMjztvGcApYPIJ9hk9_TeYrx8/edit?usp=sharing)

### 21<sup>st</sup> Century Life and Careers

#### Career Ready Practices

CRP2. Apply appropriate academic and technical skills  
CRP 4. Communicate clearly and effectively and with reason  
CRP 6. Demonstrate creativity and innovation  
CRP 11. Use technology to enhance productivity

#### Personal Financial Literacy

9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings

#### Career Awareness, Exploration, and Preparation

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals

#### Career and Technical Education

9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning  
9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts

### Accommodations and Modifications

#### Gifted and Talented

- Provide appropriate challenge for wide ranging skills and development
- Participate in inquiry and project based learning units of study

#### English Language Learners

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands-on material

#### Students with IEP's/504's

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students per IEP/504

#### At-Risk Learners

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
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- Provide instruction interventions in the general education classroom

### Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during modeled/shared reading may refer to topics

being studied in science, social studies, and math, most effectively during the “nonfiction” unit of study

- Books and passages may be related to, or taken from, content are texts to help with specific LAL skills during Guided Reading
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during independent reading

### **Social Studies**

#### **Holocaust Literature Study**

- Hidden by Loie Dauvillier, Marc Lizano, Greg Salsedo
- Famous Lives: Anne Frank by Susanna Davidson
- Benno and the Night of the Broken Glass by Meg Wiviott
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#### **6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century**

- Strand A. Civics, Government, and Human Rights
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### **Science**

3-PS2 Motion and Stability: Forces and Interactions

3-LS2 Ecosystems: Interactions, energy, and dynamics

3-LS3 Heredity: Inheritance and variation of traits

3-5-ETS1 Engineering Design

### **Integration of Technology**

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics symbols and or pictures

8.1.5.F.1 Apply digital tools to collect organize and analyze data that support a scientific finding

Deal School Curriculum  
Grade 3 English Language Arts – Reading Literature

**Desired Outcomes**

**Key Ideas and Details:**

NJSLS.ELA-LITERACY.RL.3.1

Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

NJSLS.ELA-LITERACY.RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme lesson, or moral and explain how it is revealed through key details in the text.

NJSLS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

**Craft and Structure:**

NJSLS.ELA-LITERACY.RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

NJSLS.ELA-LITERACY.RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

NJSLS.ELA-LITERACY.RL.3.6

Distinguish their own point of view from that of the narrator or those of the characters.

**Integration of Knowledge and Ideas:**

NJSLS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

NJSLS.ELA-LITERACY.RL.3.8

(RL.3.8 not applicable to literature)

NJSLS.ELA-LITERACY.RL.3.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**Range of Reading and, and plots of stories written by the same Level of Text Complexity:**

NJSLS.ELA-LITERACY.RL.3.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text- complexity or above, with scaffolding as needed.

**Enduring Understandings or above**

1. Readers use strategies to

**Essential Questions**

1. How do readers construct

<p>construct meaning.</p> <ol style="list-style-type: none"> <li>2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>3. Readers recognize the power of words to affect meaning.</li> <li>4. Thoughtful readers evaluate what they read in a personal and informed way.</li> </ol>	<p>meaning from text?</p> <ol style="list-style-type: none"> <li>2. How do you figure out a word you do not know?</li> <li>3. What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer's choice of words?</li> <li>4. How does reading influence readers? Why do readers need to evaluate what they read?</li> </ol>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Good readers ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>● Good readers recount stories, including fables, folktales, and myths from diverse cultures.</li> <li>● Good readers determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>● Good readers describe characters in a story and explain how their actions contribute to the sequence of events.</li> <li>● Fluent readers determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>● Good readers refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.</li> <li>● Good readers describe how each successive part builds on earlier sections.</li> <li>● Good readers distinguish their own point of view from that of</li> </ul>	<ul style="list-style-type: none"> <li>● Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>● Recount stories, including fables, folktales, and myths from diverse cultures.</li> <li>● Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>● Describe characters in a story and explain how their actions contribute to the sequence of events.</li> <li>● Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>● Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza.</li> <li>● Describe how each successive part builds on earlier sections.</li> <li>● Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>● Explain how specific aspects of a text's illustrations contribute to</li> </ul>

<p>the narrator or those of the characters.</p> <ul style="list-style-type: none"> <li>● Good readers explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</li> <li>● Good readers explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</li> <li>● Good readers compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</li> <li>● By the end of the year, fluent readers read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</li> </ul>	<p>what is conveyed by the words in a story.</p> <ul style="list-style-type: none"> <li>● Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</li> <li>● Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</li> <li>● By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</li> </ul>
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**Assessment Evidence**

**Formative Assessments**

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- Exit Slips
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- Class Discussion
- Turn and Talks
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**Summative Assessments**

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- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

**Alternative Assessments**

- Project Specific Rubrics

- Group Project Products

### **Benchmarks**

- DRA
- LinkIt Benchmarks

## **Suggested Learning Plan**

### **Anticipated daily sequence of activities:**

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

### **Interactive Read-Aloud Structure**

#### **Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

#### **Independent reading work and guided practice (20-30 minutes)**

- Students will do partnership, small-group, or independent work while the teacher is providing support as needed.

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- Students will gather back to whole group setting.
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### **Mini- Lesson Structure**

#### **Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

#### **Independent Reading Work and Guided Practice (30-40 minutes)**

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- Teacher will confer with students individually or in small groups.
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## **Suggested Learning Resources**

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Schoolwide Reading Unit Appendices  
Schoolwide Reading Unit Mentor Texts

Scholastic News Story Works grades 3-6

Dictionaries

Thesauruses

Graphic organizers

Raz Kids <https://www.raz-kids.com/>

Storyline Online <https://www.storylineonline.net/>

Epic Books [https://www.getepic.com/app/sign\\_in](https://www.getepic.com/app/sign_in)

Teacher created centers focused on specific skills

### Pacing Guide

[https://docs.google.com/document/d/1DYA63MYDTUZE-NbBiCiMjztvGcApYPIJ9hk9\\_TeYrx8/edit?usp=sharing](https://docs.google.com/document/d/1DYA63MYDTUZE-NbBiCiMjztvGcApYPIJ9hk9_TeYrx8/edit?usp=sharing)

### 21<sup>st</sup> Century Life and Careers

#### **Career Ready Practices**

CRP2. Apply appropriate academic and technical skills

CRP 4. Communicate clearly and effectively and with reason

CRP 6. Demonstrate creativity and innovation

CRP 11. Use technology to enhance productivity

#### **Personal Financial Literacy**

9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings

#### **Career Awareness, Exploration, and Preparation**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals

#### **Career and Technical Education**

9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning

9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts

### Accommodations and Modifications

#### **Gifted and Talented**

- Provide appropriate challenge for wide ranging skills and development
- Participate in inquiry and project based learning units of study

#### **English Language Learners**

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands-on material

#### **Students with IEP's/504's**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students per IEP/504

#### **At-Risk Learners**

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated Instruction
- Basic Skills
- Provide instruction interventions in the general education classroom

### Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during modeled/shared reading may refer to topics being studied in science, social studies, and math, most effectively during the “nonfiction” unit of study
- Books and passages may be related to, or taken from, content are texts to help with specific LAL skills during Guided Reading
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during independent reading

#### **Social Studies**

##### **Holocaust Literature Study**

- Hidden by Loie Dauvillier, Marc Lizano, Greg Salsedo
- Famous Lives: Anne Frank by Susanna Davidson
- Benno and the Night of the Broken Glass by Meg Wiviott
- Who Stole the Pink Rabbit by Judith Kerr

##### **6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century**

- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

##### **Mentor Text**

- Games From Long Ago by Bobbie Kalman
- The House on Maple Street by Bonnie Pryor
- If You Lived 100 Years Ago by Ann McGovern
- My Community Long Ago by Bobbie Kalman
- My Chinatown: One Year in Poems by Kam Mak
- Old Penn Station by William Low

#### **Science**

3-PS2 Motion and Stability: Forces and Interactions

3-LS2 Ecosystems: Interactions, energy, and dynamics

3-LS3 Heredity: Inheritance and variation of traits

3-5-ETS1 Engineering Design

##### **Mentor Text**

- Forces and Motion by Catherine A Welch
- Forces Make Things Move by Kimberly Brubaker Bradley
- The Spin of Things by Rebecca Kai Dotlich
- Magnetism by Leon Gray
- Newton and Me by Lynne Mayer
- Roller Coaster by Paul Mason

## Integration of Technology

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics symbols and or pictures

8.1.5.F.1 Apply digital tools to collect organize and analyze data that support a scientific finding

Deal School Curriculum  
Grade 3 English Language Arts – Speaking and Listening

**Desired Outcomes**

**Comprehension and Collaboration:**

NJSLS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

NJSLS.ELA-LITERACY.SL.3.1.A

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion

NJSLS.ELA-LITERACY.SL.3.1.B

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).

NJSLS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

NJSLS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

NJSLS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Presentation of Knowledge and Ideas:**

NJSLS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

NJSLS.ELA-LITERACY.SL.3.5

Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

NJSLS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

**Enduring Understandings**

1. Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.
2. Listening skills are critical for

**Essential Questions**

1. How does a speaker communicate so others will listen and understand the message?
2. How does a listener understand a message?

<p>learning and communicating.</p> <ol style="list-style-type: none"> <li>3. Effective listeners are able to interpret and evaluate increasingly complex messages.</li> <li>4. A speaker selects a form and an organizational pattern based on the audience and purpose.</li> <li>5. A speaker's choice of words and style set the tone and define the message.</li> </ol>	<ol style="list-style-type: none"> <li>3. How do you listen?</li> <li>4. What impact does listening have?</li> <li>5. How do you speak effectively?</li> <li>6. How does the choice of words affect the speaker's message and the listener's response?</li> </ol>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Specific strategies are used when engaging in collaborative discussions with diverse partners on grade 3 topics and texts.</li> <li>● Visual representations in diverse media and formats can be used to determine the main ideas and supporting details of a text.</li> <li>● Questioning is a strategy used to gain elaboration and detail from a speaker.</li> <li>● Strong speakers are able to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>● Engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace emphasize or enhance certain facts or details when speaking.</li> <li>● Strong speakers speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>	<ul style="list-style-type: none"> <li>● Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>○ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>○ Follow agreed-upon rules for discussions.</li> <li>○ Ask questions to check understanding of information presented.</li> <li>○ Stay on topic.</li> <li>○ Link their comments to the remarks of others.</li> <li>○ Explain their own ideas and understanding in light of the discussion.</li> </ul> </li> <li>● Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● Ask and answer questions about information from a speaker, offering appropriate elaboration</li> </ul>

	<p>and detail.</p> <ul style="list-style-type: none"> <li>● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</li> <li>● Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</li> <li>● Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>
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**Assessment Evidence**

**Formative Assessments**

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebooks
- Homework
- Student Self-Assessment
- Graphic Organizers
- Dry Erase Boards

**Summative Assessments**

- Schoolwide/ Foundations Unit Assessments
- Foundations Weekly Assessments
- Quizzes
- Writing Specific Rubrics

**Alternative Assessments**

- Project Specific Rubrics
- Group Project Products

**Benchmarks**

- DRA
- LinkIt Benchmarks

### Suggested Learning Plan

**Anticipated daily sequence of activities** The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

#### **Interactive Read-Aloud Structure**

##### **Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

##### **Independent reading work and guided practice (20-30 minutes)**

- Students will do partnership, small-group, or independent work while the teacher is providing support as needed.

##### **Group Share (5-10 minutes)**

- Students will gather back to whole group setting.
- Students will share their work and reflect on the ideas presented.

#### **Mini- Lesson Structure**

##### **Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

##### **Independent Reading Work and Guided Practice (30-40 minutes)**

- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

##### **Group Share (5-10 minutes)**

- Students will gather back together.
- Students will share their work and reflect on the ideas presented.

**Anticipated daily sequence of activities** The structure of the daily lesson will be in the format of a 30 minute Foundations Lesson. Based on the pacing of the unit, the teacher will be using the structure based on the day and unit of study.

Foundation lesson structure (varies depending on day and week of unit)

- Drill Sound Warm Up
- Echo Find Letters
- Echo Find Words
- Letter Formation

- Guess Which One
- Sky Write
- Trick Words
- Word Of The Day
- Word Talk

### Suggested Learning Resources

Schoolwide Fundamentals Units  
 Schoolwide Reading Unit Appendices  
 Schoolwide Reading Unit Mentor Texts  
 Scholastic News Story Works grades 3-6  
 Dictionaries  
 Thesauruses  
 Graphic organizers  
 Raz Kids <https://www.raz-kids.com/>  
 Storyline Online <https://www.storylineonline.net/>  
 Epic Books [https://www.getepic.com/app/sign\\_in](https://www.getepic.com/app/sign_in)  
 Teacher created centers focused on specific skills  
 Foundations Student Notebooks  
 Dry Erase Boards  
 Cursive Writing Grid  
 Standards Sound Cards  
 Word of the Day Cards  
 Suffix Frames  
 Sound Alike Cards  
 Sound Posters  
 Large Sound Cards  
 Syllable Frames  
 Baby Echo  
 Magnetic Tile Boards

### Pacing Guide

[https://docs.google.com/document/d/1DYA63MYDTUZE-NbBiGiMjztvGcApYPIJ9hk9\\_TeYrx8/edit?usp=sharing](https://docs.google.com/document/d/1DYA63MYDTUZE-NbBiGiMjztvGcApYPIJ9hk9_TeYrx8/edit?usp=sharing)

### 21<sup>st</sup> Century Life and Careers

#### Career Ready Practices

CRP2. Apply appropriate academic and technical skills  
 CRP 4. Communicate clearly and effectively and with reason  
 CRP 6. Demonstrate creativity and innovation  
 CRP 11. Use technology to enhance productivity

#### Personal Financial Literacy

9.1.4.A.1 Explain the difference between a career and a job and identify various jobs in the community and the related earnings

#### Career Awareness, Exploration, and Preparation

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals

### **Career and Technical Education**

9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning

9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts

### **Accommodations and Modifications**

#### **Gifted and Talented**

- Provide appropriate challenge for wide ranging skills and development
- Participate in inquiry and project based learning units of study

#### **English Language Learners**

- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands-on material

#### **Students with IEP's/504's**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students per IEP/504

#### **At-Risk Learners**

- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated Instruction
- Basic Skills
- Provide instruction interventions in the general education classroom

### **Interdisciplinary Connections/Cross Curricular Opportunities**

- Texts read aloud during modeled/shared reading may refer to topics being studied in science, social studies, and math, most effectively during the “nonfiction” unit of study
- Books and passages may be related to, or taken from, content are texts to help with specific LAL skills during Guided Reading
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during independent reading

#### **Social Studies**

##### **Holocaust Literature Study**

- Hidden by Loie Dauvillier, Marc Lizano, Greg Salsedo
- Famous Lives: Anne Frank by Susanna Davidson
- Benno and the Night of the Broken Glass by Meg Wiviott
- Who Stole the Pink Rabbit by Judith Kerr

##### **6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century**

- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology

● Strand D. History, Culture, and Perspectives

**Science**

3-PS2 Motion and Stability: Forces and Interactions

3-LS2 Ecosystems: Interactions, energy, and dynamics

3-LS3 Heredity: Inheritance and variation of traits

3-5-ETS1 Engineering Design

*Integration of Technology*

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics symbols and or pictures

Deal School Curriculum  
Grade 3 English Language Arts – Writing

**Desired Outcomes**

**Text Types and Purposes:**

NJSLS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

NJSLS.ELA-LITERACY.W.3.1.A

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

NJSLS.ELA-LITERACY.W.3.1.B

Provide reasons that support the opinion.

NJSLS.ELA-LITERACY.W.3.1.C

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

NJSLS.ELA-LITERACY.W.3.1.D

Provide a conclusion

NJSLS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

NJSLS.ELA-LITERACY.W.3.2.A

Introduce a topic and group related information together; include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.

NJSLS.ELA-LITERACY.W.3.2.B

Develop the topic with facts, definitions, and details.

NJSLS.ELA-LITERACY.W.3.2.C

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

NJSLS.ELA-LITERACY.W.3.2.D

Provide a conclusion

NJSLS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

NJSLS.ELA-LITERACY.W.3.3.A

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

NJSLS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

NJSLS.ELA-LITERACY.W.3.3.C

Use temporal words and phrases to signal event order.

NJSLS.ELA-LITERACY.W.3.3.D

Provide a sense of closure.

**Production and Distribution of Writing:**

NJSLS.ELA-LITERACY.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

NJSLS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)

NJSLS.ELA-LITERACY.W.3.6

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Research to Build and Present Knowledge:**

NJSLS.ELA-LITERACY.W.3.7

Conduct short research projects that build knowledge about a topic.

NJSLS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

NJSLS.ELA-LITERACY.W.3.9

(W.3.9 begins in grade 4)

**Range of Writing:**

NJSLS.ELA-LITERACY.W.3.10

Write routinely over extended time frames (time for research, reflection, metacognition/self-correction) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Writers have a purpose for writing.</li> <li>2. Writers gather their ideas from personal experience, observations, reading, and imagination.</li> <li>3. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</li> <li>4. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.</li> <li>5. Writing is a multi-stage process.</li> <li>6. Writing is a reflective process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Why do writers write?</li> <li>2. How do good writers express themselves?</li> <li>3. How do writers develop a well-written product?</li> <li>4. How does process shape the writer’s product?</li> <li>5. How does each step in the writing process impact your writing?</li> <li>6. How can writing be evaluated?</li> <li>7. How can evaluation and reflection be used to improve writing?</li> </ol>
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● Writing may be used to express an opinion, inform or explain, or</li> </ul>	<ul style="list-style-type: none"> <li>● Write opinion pieces on topics or texts, supporting a point of view</li> </ul>

<p>narrate a story.</p> <ul style="list-style-type: none"><li>● The development and organization are appropriate to task and purpose in writing.</li><li>● Planning, revising, and editing strengthen writing.</li><li>● Technology may be used to produce and publish writing as well as to interact and collaborate with others.</li><li>● Research projects are written to help build knowledge about a topic.</li><li>● Strong writers recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li><li>● In Grade 3 it is appropriate for students to write routinely over extended time frames and shorter time frames (for a range of discipline-specific tasks, purposes, and audiences).</li></ul>	<p>with reasons.</p> <ul style="list-style-type: none"><li>○ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li><li>○ Provide reasons that support the opinion.</li><li>○ Use linking words and phrases to connect opinion and reasons.</li><li>○ Provide a concluding statement or section.</li></ul> <li>● Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<ul style="list-style-type: none"><li>○ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li><li>○ Develop the topic with facts, definitions, and details.</li><li>○ Use linking words and phrases to connect ideas within categories of information.</li><li>○ Provide a concluding statement or section.</li></ul></li> <li>● Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<ul style="list-style-type: none"><li>○ Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li><li>○ Use dialogue and descriptions of actions,</li></ul></li>
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	<p>thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <ul style="list-style-type: none"> <li>○ Use temporal words and phrases to signal event order.</li> <li>○ Provide a sense of closure.</li> <li>● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>● With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</li> <li>● Conduct short research projects that build knowledge about a topic.</li> <li>● Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</li> <li>● Write routinely over extended time frames and shorter time frames.</li> </ul>
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**Assessment Evidence**

**Formative Assessments**

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebooks

- Homework
- Student Self-Assessment
- Graphic Organizers
- Dry Erase Boards

### **Summative Assessments**

- Schoolwide/ Foundations Unit Assessments
- Foundations Weekly Assessments
- Quizzes
- Writing Specific Rubrics
- Final Published Writing

### **Alternative Assessments**

- Project Specific Rubrics
- Group Project Products

### **Benchmarks**

- DRA

## **Suggested Learning Plan**

### **Anticipated daily sequence of activities: Writer's Workshop**

The structure of the daily lesson will be in the format of a 90 minute writing workshop. Based on the pacing of the unit, the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

#### **Interactive Read-Aloud Structure**

##### **Read- Aloud , teacher modeling and class discussion (20-30 minutes)**

- Teacher will read the mentor text(s) to class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and authors.
- Teacher will model how to read like a writer.

##### **Independent reading work and small group work (20-30 minutes)**

- Students will write independently, often responding to what was read or discussed.
- Teacher will support by conferring with students.

##### **Group Share (5-10 minutes)**

- Students will gather back to whole group setting.
- Students will share their writing and reflect on the ideas presented.

#### **Mini- Lesson Structure**

##### **Mini-Lesson (10-15 minutes)**

- Teacher will demonstrate strategies and skills through explicit whole-

class instruction.

**Independent Writing Time and Teaching Confering (30-40 minutes)**

- Students can write independently.
- Students will practice or try out what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

**Group Share (5-10 minutes)**

- Students will gather back together.
- Students will share writing and reflect on the ideas presented.

**Anticipated daily sequence of activities** The structure of the daily lesson will be in the format of a 30 minute Foundations Lesson. Based on the pacing of the unit, the teacher will be using the structure based on the day and unit of study.

Foundation lesson structure (varies depending on day and week of unit)

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Schoolwide Writing Unit Appendices  
Schoolwide Writing Unit Mentor Texts  
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Thesauruses  
Graphic organizers  
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Storyline Online <https://www.storylineonline.net/>  
Epic Books [https://www.getepic.com/app/sign\\_in](https://www.getepic.com/app/sign_in)  
Teacher created centers focused on specific skills  
Foundations Student Notebooks  
Dry Erase Boards  
Cursive Writing Grid  
Standards Sound Cards

Word of the Day Cards  
Suffix Frames  
Sound Alike Cards  
Sound Posters  
Large Sound Cards  
Syllable Frames  
Baby Echo  
Magnetic Tile Boards

### Pacing Guide

[https://docs.google.com/document/d/1DYA63MYDTUZE-NbBiCiMjztvGcApYPIJ9hk9\\_TeYrx8/edit?usp=sharing](https://docs.google.com/document/d/1DYA63MYDTUZE-NbBiCiMjztvGcApYPIJ9hk9_TeYrx8/edit?usp=sharing)

### 21<sup>st</sup> Century Life and Careers

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### Accommodations and Modifications

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- Benno and the Night of the Broken Glass by Meg Wiviott
- Who Stole the Pink Rabbit by Judith Kerr

##### **6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century**

- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

#### **Science**

3-PS2 Motion and Stability: Forces and Interactions  
 3-LS2 Ecosystems: Interactions, energy, and dynamics  
 3-LS3 Heredity: Inheritance and variation of traits  
 3-5-ETS1 Engineering Design

### **Integration of Technology**

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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**Annual Pacing Guide**  
**Grade Level: 3**  
**Subject: English Language Arts**

September	October	November	December	January
<b>Reading:</b> Launching <b>Writing:</b> How Writer's Work <b>Fundations:</b> Unit 1-2	<b>Reading:</b> Launching <b>Writing:</b> How Writer's Work <b>Fundations:</b> Unit 3-4	<b>Reading:</b> Fiction <b>Writing:</b> How Writer's Work <b>Fundations:</b> Unit 5	<b>Reading:</b> Fiction <b>Writing:</b> How Writer's Work <b>Fundations:</b> Unit 6	<b>Reading:</b> Fiction <b>Writing:</b> Patricia Polacco Author Study <b>Fundations:</b> Unit 7-8
February	March	April	May	June
<b>Reading:</b> Nonfiction <b>Writing:</b> Patricia Polacco Author Study <b>Fundations:</b> Unit 9-10	<b>Reading:</b> Nonfiction <b>Writing:</b> Patricia Polacco Author Study <b>Fundations:</b> Unit 10-11	<b>Reading:</b> Nonfiction <b>Writing:</b> Nonfiction <b>Fundations:</b> Unit 12	<b>Reading:</b> Poetry <b>Writing:</b> Nonfiction <b>Fundations:</b> Unit 13	<b>Reading:</b> Poetry <b>Writing:</b> Nonfiction <b>Fundations:</b> Unit 14



Working document.

Update as needed.