



Grade 1 ELA

Introduction: During the school year, teachers will systematically build and reinforce foundational skills by using the i-Ready Magnetic Reading Foundations Program. Each unit provides emphasis on concepts of print, letter formation, phonological awareness, high frequency words, word analysis, and fluency. Teachers will establish a literature-rich environment by utilizing the series and trade books. Instruction should take place in the form of whole group mini-lessons, small group lessons, and reading groups in order to meet the needs of all learners. Benchmark assessments will help the teacher determine what needs to be modeled in future mini-lessons and small groups.

Course Sequence & Pacing

| Unit Title | MP/Weeks |
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| <p>Unit 1: Friendship Friends work together to help each other to solve problems. In this unit students will have opportunities to practice reading with short vowels and consonants.</p> | <p>MP 1 - Weeks 1-6 Days 1-30</p> |
| <p>Unit 2: Create Every Day There are many different ways to be creative and express yourself. In this unit students will have the opportunities to practice reading consonant digraphs, beginning blends, and previously learned imagined phonics skills.</p> | <p>MP 1 & 2- Weeks 7-12 Days 31-60</p> |
| <p>Unit 3: The Underwater World Many interesting animals and plants live underwater. In this unit students will have the opportunities to practice reading consonant a-e spellings, and previously learned phonics skills.</p> | <p>MP 2 & 3- Weeks 13-18 Days 61-90</p> |
| <p>Unit 4: Neighborhoods Neighborhoods are places where people work, live, shop, and have fun together. In this unit students will have the opportunities to practice reading VCe spellings for long vowel teams, soft consonants, and previously learned phonics skills.</p> | <p>MP 3 - Weeks 19-24 Days 91-120</p> |
| <p>Unit 5: Imagine That! Reading fiction stories and poems helps readers expand their imaginations as they meet heroic characters and explore unique places and times. In this unit students will have the opportunities for children to practice reading long vowels,</p> | <p>MP 4 - Weeks 25-30 Days 121-150</p> |

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| vowel teams, r-controlled vowels, and previously learned phonics skills. | |
| Unit 6: In the Sky People are able to see different objects in the sky depending on the weather and the Earth's position in relation to the sun. In this unit students will have the opportunities to practice reading r-controlled vowels, diphthongs, variant vowels, and previously learned phonic concepts. | MP 4 -Weeks 31-36 Days 151-180 |

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides (N.J.S.A. 18A:35-28)
- History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)
- Climate Change - [Please click here for specific examples \(by subject\)](#)

Unit 1

Stage 1: Desired Results

Unit 1: Friendship

Unit Summary: Friends work together to help each other to solve problems. In this unit students will have opportunities to practice reading with short vowels and consonants.

Unit 1 Learning Targets

NJSLS Grade Level Standards:

NJSLS Focus Standards:

Reading Foundational Skills

Phonological Awareness

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.

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

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

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

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

B. Decode regularly spelled one-syllable words

G. Recognize and read grade-appropriate irregularly spelled words.

*RF.2.3.E Recognize and read grade appropriate irregularly spelled words.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

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

NJSLS Supplemental Standards

Reading Foundational Skills

Print Concepts

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

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

Reading Informational Skills

Key Ideas and Details

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

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

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

Craft and Structure

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

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

*RI.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.

Integration of Knowledge and Ideas

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

Writing

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

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Speaking and Listening

Comprehension and Collaboration

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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

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

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

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

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Conventions of Standard English

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

A. Print all upper- and lowercase letters.

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

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

A. Capitalize dates and names of people.

B. Use end punctuation for sentences.

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

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

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

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.

B. Use frequently occurring affixes and inflection(eg., -ed, -s, -ing, re-, un-, pre-, -ful, less) as a clue to the meaning of a word.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/ or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.

Interdisciplinary Connections:

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit Essential Questions:

- How do you make new friends?
- How can you be a good friend to others?
- What is Phonemic Awareness?

Unit Enduring Understandings:

- Phonological awareness is the understanding that spoken language is made up of sounds.

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| <ul style="list-style-type: none"> • How do we figure out a word we do not recognize? • Why do readers use different strategies or tools to help them as they read? • Why is it important to read accurately with ease? • Why is it important to understand how print works? • What is informational writing? | <ul style="list-style-type: none"> • Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters). • Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. • Effective readers use appropriate strategies as needed to construct meaning. • Reading with accuracy and fluency aids in comprehension. • Informational/Explanatory texts provide facts about people, places, or things. • Writers explain what something is, how something happened, or how something works. • Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information. |
| <p>Content-Students will know:</p> <p>Phonics: Short a, Consonants m, t, b, c, n, s, p, r, h, d Short i, Consonants f, g, k, l, x, j, qu, z, w, v, y Short o Short e Short u</p> <p>Unit Words: feel, friend, help, share Super Words: and, see, the, to, but, her, not, of, do, that, they, was, are, for, with, you, be, she, we</p> | <p>Skills-Students will be able to:</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Recognize and produce rhyme • Recognize and produce alliteration • Blend and segment onset and rime • Isolate (initial and medial), blend, identify and segment phonemes in single syllable words • Review consonants • Encode and decode words with short vowels • Reinforce letter formation • Understand how print works <ul style="list-style-type: none"> ○ Book orientation /turning pages ○ Text direction ○ Distinguish letters from words within sentences ○ Match print to speech ○ Word spaces ○ Picture support ○ Distinguish features of a sentence ○ Understand book parts(title, author, illustrator, table of contents) • Read a connected text for accuracy • Recognize, read and spell grade level high frequency words • Engage in collaborative discussions with a partner or whole group. |

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| | <ul style="list-style-type: none"> • Write the answer to a prompt in a complete sentence. <p>Comprehension (Ready Reading)</p> <p>Unit 1 Opener (Module 1 Week 1)</p> <ul style="list-style-type: none"> • Answer questions about key details in the story • Describing characters and major events, using details • Retell the story, including key details <p>Read Aloud Lesson B (Module 1 Week 2)</p> <ul style="list-style-type: none"> • Answer questions about key details in the story • Describe characters and major events using key details • Retell the story including key details <p>Asking Questions (Lesson 1 - Module 1 Week 3)</p> <ul style="list-style-type: none"> • Recognize that key details are important pieces of information in a story • Use both text and pictures to identify key details in stories, including characters, settings, and events • Ask and answer questions about keys details <p>Read Aloud Lesson C (Module 1 Week 4)</p> <ul style="list-style-type: none"> • Answer questions about key details in the story • Describe characters and major events, using key details • Retell the story, including key details <p>Describe Characters (Lesson 2 Module 1 Week 5)</p> <ul style="list-style-type: none"> • Identify words and phrases that indicate characters' feelings • Use words and pictures to support conclusions about characters' feelings • Describe characters' words and actions using key details • Understand how describing a character can help you better understand a story |
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Stage 2: Evidence of Student Learning

Summative Assessments: Unit 1 Check - Ready Reading

Unit 1 Assessment - Magnetic Reading

Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities, Word family word sorts (short vowels), Think Pair Share, Third party vendors and websites such as: Flipgrid and Kahoot

Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)

Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady

Literacy Tasks - iReady

Stage 3: Core Instructional Plan & Resources

Skill:

Week 1:

Identify rhyming words.
Isolate and pronounce syllables in single syllable words.
Decode words with short a and consonants.
Recognize and read grade level high-frequency words.
Read fluently with accuracy
Practice letter formation.

Week 2:

Recognize spoken alliteration
Isolate and pronounce syllables in single syllable words.
Decode words with short i and consonants.
Blend sounds to produce single syllable words.
Produce alliteration.
Practice letter formation.
Read fluently with accuracy.
Accurately spell HF words.

Week 3:

Isolate and pronounce syllables in single syllable words.
Decode words with short o and consonants.
Blend sounds to produce single syllable words.
Produce alliteration.
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Week 4:

Blend onset and rime
Isolate phonemes
Blend, Identify, Segment Phonemes
Decode words with short e
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Week 5:

Learning Activities:

Suggested Small Group Learning Activities

Learning Module 1: Week 1 (Days 1-5)

[Match Consonant Letters and Sounds: m, t](#)
[Distinguish Uppercase and Lowercase Letters](#)
[Recognize Uppercase and Lowercase Letters](#)
[Teach Vocabulary with Read Alouds](#)
[Retell Literary Text](#)
[Shades of Meaning](#)
[Multiple-Meaning Words](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Phrasing](#)

Learning Module 1: Week 2 (Days 6-10)

[Match Vowel Letters and Short Sounds](#)
[Blend Phonemes](#)
[Segment Words into Phonemes](#)
[Teach Vocabulary with Read Alouds](#)
[Teach New Word Meanings](#)
[Retell Literary Text](#)
[Make Connections to Words](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Phrasing](#)

Learning Module 1: Week 3 (Days 11-15)

[Recognize Rhyme](#)
[Blend Phonemes](#)
[Segment Words into Phonemes](#)
[Key Ideas and Details](#)
[Use Multiple Strategies to Figure Out Word Meanings](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Phrasing](#)

Learning Module 1: Week 4 (Days 16-20)

Segment Onset and Rime
Isolate Phonemes (Medial)
Short u
Inflectional Ending -ed
Letter Formation Uu
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HR words.

Review Week:

Review and practice the skill of editing and revising written work and using previously taught sound-spelling patterns and Super Words. Use knowledge gained from Ready® Reading Read Alouds and Lessons, such as describing characters, character feelings, and actions, in addition to important events.
Practice speaking and listening skills

[Blend Onset and Rime](#)
[Identify Medial Vowel Sounds](#)
[Words with Final Digraph ck or Double Consonants](#)
[Teach Vocabulary with Read Alouds](#)
[Suffixes -ful and -less](#)
[Prefixes pre-, un-, re-](#)
[Retell Literary Text](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Phrasing](#)

Learning Module 1: Week 5 (Days 21-25)

[Distinguish Uppercase and Lowercase Letters](#)
[Recognize Uppercase and Lowercase Letters](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[Inflectional Endings Without Spelling Changes](#)
[Describe Characters](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Phrasing](#)

Learning Module 1: Review Week (Days 26-30)

[Match Consonant Letters and Sounds: r, d](#)
[Match Consonant Letters and Sounds: p, c](#)
[Inflectional Endings Without Spelling Changes](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[Alliteration](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Phrasing](#)

Resources

Word banks (ex. word wall with unit themed sight words)
Anchor Charts
Ready Reading Teacher Manual and Teacher Toolbox
i-Ready Teacher Manual and Teacher Toolbox
Student Journals for Ready Reading, Magnetic Reading
Word Building Cards
Sound Spelling and Articulation Cards
Super Word Cards
Magnetic Readers Library
Ready Reading Projectable Stories: *Happy Birthday Surprise!*

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| | Trade books: <i>The Empty Pot</i> , <i>The Polar Bear Son</i> , <i>My Rotten Redheaded Older Brother</i> , <i>Mice and Beans</i> Optional Read Alouds: <u>A Friend for Mole</u> , by Nancy Armo <u>The Scarecrow</u> , by Beth Ferry <u>Friends</u> , by Aiko Ikegami |
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Suggested Activities for Differentiation

Suggested Strategies and Practices that Support Students with Disabilities:

Follow All IEP Modifications
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Introduce Key Vocabulary Before Lesson
Teacher Reads Aloud Daily
Choral Reading
Chants, Songs (ex: The Vowel Song on Youtube)
Small Group Instruction- Guided Reading and Guided Writing
Flexible Grouping
Use Books On Tape (Listening Center)
Allow Extra Time To Complete Assignments Or Tests
Allow Answers To Be Given Orally Or Dictated
Provide Picture Instructions
Provide brain breaks
Use a strong student as a “buddy”

Suggested Strategies and Practices that Support English Language Learners:

Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Gesturing
Teacher Modeling
Roleplay
Simplified Language / Teacher Talk / Thinking Aloud
Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
Picture Directions

Students At Risk of Failure:

Provide Peer Tutoring
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Provide Immediate Praise And Feedback
Provide High Interest Topics
Use a strong student as a “buddy”
Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
Use Audio Books
Allow Extra Time To Complete Assignments Or Tests
Work In A Small Group
One On One Instruction

Students with 504 Plans:

Follow All 504 Modifications
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Provide Picture Instructions
Small Group Instruction- Guided Reading and Guided Writing
Allow Extra Time To Complete Assignments Or Tests
Allowing For Additional Wait Time For Student Responses During Conversations
Provide Fidget Tools
Flexible Seating
Chunk Assignments
Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

Encourage Upper Level Intellectual Behavior Based On Bloom’s Taxonomy
Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
Group Students According To Ability Or Interest
Propose Interest-based Extension Activities
Use Leveled Texts And Offer An Advanced Reader Reading List
Use Varied Modes Of Pre-assessment And Assessment
Provide Whole Group Enrichment Explorations
Provide Options, alternatives and choices to differentiate and broaden the curriculum
Teach Cognitive and Methodological Skills
Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
Ask Higher Order Thinking Questions

Unit 2

Stage 1: Desired Results

Unit 2: Create Every Day

Unit Summary: There are many different ways to be creative and express yourself. In this unit students will have the opportunities to practice reading consonant digraphs, beginning blends, and previously learned imagined phonics skills.

Unit 2 Learning Targets

NJSLS Grade Level Standards:

NJSLS Focus Standards:

Reading Foundational Skills

Phonological Awareness

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.

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

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

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

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

B. Decode regularly spelled one-syllable words

G. Recognize and read grade-appropriate irregularly spelled words.

*RF.2.3.E Recognize and read grade appropriate irregularly spelled words.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

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

NJSLS Supplemental Standards

Reading Foundational Skills

Print Concepts

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

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

Reading Informational Skills

Key Ideas and Details

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

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

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

Craft and Structure

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

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

*RI.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.

Integration of Knowledge and Ideas

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

Writing

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

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Speaking and Listening

Comprehension and Collaboration

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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

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

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

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

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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

Conventions of Standard English

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

A. Print all upper- and lowercase letters.

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

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

A. Capitalize dates and names of people.

B. Use end punctuation for sentences.

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

- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 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.
- B. Use frequently occurring affixes and inflection(eg., -ed, -s, -ing, re-, un-, pre-, -ful, less) as a clue to the meaning of a word.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/ or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.

Interdisciplinary Connections:

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit Essential Questions:

- What is something you like to create?
- How do you feel when you are making something to share with others?
- What is Phonemic Awareness?
- How do we figure out a word we do not recognize?
- Why do readers use different strategies or tools to help them as they read?
- Why is it important to read accurately with ease?
- Why is it important to understand how print works?
- What is opinion writing?
- How is building fluency important?

Unit Enduring Understandings:

- Phonological awareness is the understanding that spoken language is made up of sounds.
- Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters).
- Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Effective readers use appropriate strategies as needed to construct meaning.
- Reading with accuracy and fluency aids in comprehension.
- Informational/Explanatory texts provide facts about people, places, or things.
- Writers explain what something is, how something happened, or how something works.

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| | <ul style="list-style-type: none"> ● Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information. |
| <p>Content-Students will know:</p> <p>Phonics:</p> <p>Digraphs: sh,th,ch,wh,ck,tch,ng</p> <p>Beginning Blends bl,cl,fl,pl,st,sk,sm,sp</p> <p>Unit Words:art, create, idea, music</p> <p>Super Words: like, make, there, what, go no, so, which, from, have, look, or, about, out, play, were, by. come, my, some</p> | <p>Skills-Students will be able to:</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Recognize and produce rhyme ● Recognize and produce alliteration ● Blend and segment onset and rime ● Isolate(initial and medial), blend, identify and segment phonemes in single syllable words ● Review consonants ● Encode and decode words with short vowels ● Reinforce letter formation ● Understand how print works <ul style="list-style-type: none"> ○ Book orientation /turning pages ○ Text direction ○ Distinguish letters from words within sentences ○ Match print to speech ○ Word spaces ○ Picture support ○ Distinguish features of a sentence ○ Understand book parts(title, author, illustrator, table of contents) ● Read a connected text for accuracy ● Recognize, read and spell grade level high frequency words ● Engage in collaborative discussions with a partner or whole group. ● Write the answer to a prompt in a complete sentence. <p>Comprehension (Ready Reading):</p> <p>Describing Characters (Lesson 2 - Module 2 Week 1)</p> <ul style="list-style-type: none"> ● Identify words and phrases that indicate characters' feelings ● use words and pictures to support conclusions about characters in a story ● describe characters' words and actions using key details ● understand how describing a character can help you better understand a story <p>Describing Setting (Lesson 3 - Module 2 Week 2)</p> <ul style="list-style-type: none"> ● Recognize that a setting is when and where events in a story take place. |

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| | <ul style="list-style-type: none"> • Describe a setting based on key details in the text and the pictures. • Understand how describing a setting can help you better understand a story. <p>Describing Events (Lesson 4- Module 2 Week 3)</p> <ul style="list-style-type: none"> • Understand that a story has events. • Identify major story events in sequence. • Use details to describe major story events. • Understand how describing events can help you understand a story. <p>Central Message (Lesson 5- Module 2 Week 4)</p> <ul style="list-style-type: none"> • Identify the relationship between important story events and the central message • Identify the relationship between character’s goal or problem and the central message • Use text evidence to determine the central message of the story • Understand that readers can learn important lessons by thinking about a story’s message. <p>Unit 2 Opener (Module 2 Week 5)</p> <ul style="list-style-type: none"> • Identify the main topic of a text and sections within it • Ask and answer questions about key details • Identify how the information in the text is organized |
|--|--|

Stage 2: Evidence of Student Learning

Summative Assessments: Unit 2 Check - Ready Reading

Unit 2 Assessment - Magnetic Reading

Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities

Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)

Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady

Literacy Tasks - iReady

Stage 3: Core Instructional Plan & Resources

Skill:

Week 1:

Blend Syllables

Isolate Phonemes (Initial)

Digraphs: sh, th, ch, wh

Possessives with ‘s

Learning Activities:

Learning Module 2: Week 1 (Days 31-35)

[Blend Phonemes](#)

[Blend Syllables](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

Words with Consonant Digraphs
Letter Formation
High Frequency Words
Fluency

Week 2:

Segment Syllables
Isolate Phonemes (Final)
Digraphs th, sh, ck
Inflectional Ending -ing
Practice letter formation.
Read fluently with accuracy.
Accurately spell HF words.

Week 3:

Blend/Segment Onset and Rime
Isolate, Identify, Substitute Phonemes
Digraphs ch, tch, ng
Inflections -s, es
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Week 4:

Blend/Segment Syllables
Add, Delete, Phonemes
Segment, Blend Phonemes
Beginning Blends: bl, cl, fl, pl
Inflectional Ending -ed -ing
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Week 5:

Blend/Segment Syllables
Add, Delete Phonemes (Initial)
Segment, Blend Phonemes
Beginning Blends: st, sk, sm, sp
Compound Words
Practice letter formation.

[Possessive Nouns: 's](#)
[Words with Initial Consonant Digraphs](#)
[Teach Vocabulary with Read Alouds](#)
[Use Adjectives and Adverbs](#)
[Retell Literary Text](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Expression](#)

Learning Module 2: Week 2 (Days 36-40)

[Blend Phonemes](#)
[Blend Syllables](#)
[Words with Final Digraph ck or Double Consonants](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[Inflectional Endings Without Spelling Changes](#)
[Words with Final Consonant Digraphs](#)
[Story Elements](#)
[Sort Words into Categories](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Expression](#)

Learning Module 2: Week 3 (Days 41-45)

[Blend Phonemes](#)
[Blend Onset and Rime](#)
[Segment Onset and Rime](#)
[Substitute Phonemes](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[Inflectional Endings Without Spelling Changes](#)
[Words with Final Consonant Digraphs](#)
[Story Elements](#)
[Sequence of Events](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Expression](#)

Learning Module 2: Week 4 (Days 46-50)

[Inflectional Endings Without Spelling Changes](#)
[Words with Initial l, r Blends](#)
[Inflectional Endings With Spelling Changes](#)
[Recognize Synonyms](#)
[Determine Message, Lesson, or Moral](#)
[Fluency Implementation Guide](#)

Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Review Week:

Review and practice the yearlong skill of editing and revising written work and using previously taught sound-spelling patterns and Super Words.

Practice speaking and listening skills, such as adding drawings or visual displays to descriptions to clarify ideas, thoughts, and feelings. Make topical connections to Magnetic Reading Foundations, Unit 2.

[Fluency Skill: Expression](#)

Learning Module 2:Week 5 (Days 51-55)

[Segment Syllables](#)

[Phoneme Manipulation](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Words with Initial s Blends](#)

[Decode Compound Words](#)

[Teach Vocabulary with Read Alouds](#)

[Teach New Word Meanings](#)

[Retell Informational Text](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Expression](#)

Learning Module 2:Review Week (Days 56-60)

[Inflectional Endings Without Spelling Changes](#)

[Words with Initial l, r Blends](#)

[Inflectional Endings With Spelling Changes](#)

[Segment Syllables](#)

[Phoneme Manipulation](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Words with Initial s Blends](#)

[Decode Compound Words](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Expression](#)

Resources

Word banks (ex. word wall with unit themed sight words)

Anchor Charts

Ready Reading Teacher Manual and Teacher Toolbox

i-Ready Teacher Manual and Teacher Toolbox

Student Journals for Ready Reading, Magnetic Reading

Word Building Cards

Sound Spelling and Articulation Cards

Super Word Cards

Magnetic Readers Library

Trade books: *Who Eats What?*, *Butterflies and Moths*, *Elizabeth Leads the Way:*

Elizabeth Cady Stanton and the Right to Vote

Optional Read Alouds:

The Electric Slide and Kai, by Kelly J. Baptist
Song in the City, by Daniel Bernstrom
Frankie Frog and the Throaty Croakers, by Freya Hartas

Suggested Activities for Differentiation

Suggested Strategies and Practices that Support Students with Disabilities:

Follow All IEP Modifications
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Introduce Key Vocabulary Before Lesson
Teacher Reads Aloud Daily
Choral Reading
Chants, Songs (ex: The Vowel Song on Youtube)
Small Group Instruction- Guided Reading and Guided Writing
Flexible Grouping
Use Books On Tape (Listening Center)
Allow Extra Time To Complete Assignments Or Tests
Allow Answers To Be Given Orally Or Dictated
Provide Picture Instructions
Provide brain breaks
Use a strong student as a “buddy”

Suggested Strategies and Practices that Support English Language Learners:

Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Gesturing
Teacher Modeling
Roleplay
Simplified Language / Teacher Talk / Thinking Aloud
Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
Picture Directions

Students At Risk of Failure:

Provide Peer Tutoring
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)

Provide Immediate Praise And Feedback
Provide High Interest Topics
Use a strong student as a “buddy”
Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
Use Audio Books
Allow Extra Time To Complete Assignments Or Tests
Work In A Small Group
One On One Instruction

Students with 504 Plans:

Follow All 504 Modifications
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Provide Picture Instructions
Small Group Instruction- Guided Reading and Guided Writing
Allow Extra Time To Complete Assignments Or Tests
Allowing For Additional Wait Time For Student Responses During Conversations
Provide Fidget Tools
Flexible Seating
Chunk Assignments
Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

Encourage Upper Level Intellectual Behavior Based On Bloom’s Taxonomy
Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
Group Students According To Ability Or Interest
Propose Interest-based Extension Activities
Use Leveled Texts And Offer An Advanced Reader Reading List
Use Varied Modes Of Pre-assessment And Assessment
Provide Whole Group Enrichment Explorations
Provide Options, alternatives and choices to differentiate and broaden the curriculum
Teach Cognitive and Methodological Skills
Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
Ask Higher Order Thinking Questions

Unit 3

Stage 1: Desired Results

Unit 3: The Underwater World

Unit Summary: Many interesting animals and plants live underwater. In this unit students will have the opportunities to practice reading consonant a-e spellings, and previously learned phonics skills.

Unit 3 Learning Targets

NJSLS Grade Level Standards:

NJSLS Focus Standards:

Reading Foundational Skills

Phonological Awareness

RF.1.1

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

RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

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

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

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

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

B. Decode regularly spelled one-syllable words

*RF.2.3.E Recognize and read grade appropriate irregularly spelled words.

F. Read words with inflectional endings.

G. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

NJSLS Supplemental Standards

Reading Foundational Skills

Print Concepts

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

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

Reading Informational Skills

Key Ideas and Details

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

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

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

Craft and Structure

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

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

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

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

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

RI.1.6 Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

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

Writing

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

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W1.6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Speaking and Listening

Comprehension and Collaboration

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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

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

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

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

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language

Conventions of Standard English

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

A. Print all upper- and lowercase letters.

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

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

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 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.
- B. Use frequently occurring affixes and inflection(eg., -ed, -s, -ing, re-, un-, pre-, -ful, less) as a clue to the meaning of a word.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/ or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.

Interdisciplinary Connections:

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit Essential Questions:

- Which animals do you know about that live in the sea?
- What do you know about them?
- What is Phonemic Awareness?
- How do we figure out a word we do not recognize?
- Why do readers use different strategies or tools to help them as they read?
- Why is it important to read accurately with ease?
- Why is it important to understand how print works?
- What is informational writing?

Unit Enduring Understandings:

- Phonological awareness is the understanding that spoken language is made up of sounds.
- Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters).
- Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Effective readers use appropriate strategies as needed to construct meaning.
- Reading with accuracy and fluency aids in comprehension.

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| | <ul style="list-style-type: none"> ● Informational/Explanatory texts provide facts about people, places, or things. ● Writers explain what something is, how something happened, or how something works. ● Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information. |
| <p>Content-Students will know:</p> <p>Phonics: Beginning Blends cr, fr, dr, tr, br, gr, sn, sw 3-Letter Consonant: scr-, spl-, spr-, str- Ending Blends: -sk, -st, -mp, -nd, -nt Long a: a_e; Short a</p> <p>Unit Words: art, animal, deep, sea, water Super Words: into, more, one, your, could, great, said, would, all, small, their, through, any, many, most, want, other, people, too, write</p> | <p>Skills-Students will be able to: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Recognize and produce rhyme ● Recognize and produce alliteration ● Blend and segment onset and rime ● Isolate(initial and medial), blend, identify and segment phonemes in single syllable words ● Review consonants ● Encode and decode words with short vowels ● Reinforce letter formation ● Understand how print works <ul style="list-style-type: none"> ○ Book orientation /turning pages ○ Text direction ○ Distinguish letters from words within sentences ○ Match print to speech ○ Word spaces ○ Picture support ○ Distinguish features of a sentence ○ Understand book parts(title, author, illustrator, table of contents) ● Read a connected text for accuracy ● Recognize, read and spell grade level high frequency words ● Engage in collaborative discussions with a partner or whole group. ● Write the answer to a prompt in a complete sentence. <p>Comprehension (Ready Reading)</p> <p>Module 3 Week 1</p> <ul style="list-style-type: none"> ● Identify the main topic of a text and sections within it ● Ask and answer questions about key details ● Identify how the information in the text is organized <p>Asking Questions (Lesson 6- Module 3 Week 2)</p> |

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| | <ul style="list-style-type: none"> ● Identify key details in informational text and text features ● Ask who, what, when, why, how questions about key details in the text ● Answer who, what, when, where, why, and how questions with text based evidence ● Understand how asking and answering questions helps readers comprehend informational text. <p>Main Topic (Lesson 7 - Module 3 Week 3)</p> <ul style="list-style-type: none"> ● Understand that a main topic is what a text is mostly about ● Recognize that key details are pieces of information that tell about the main topic ● Identify the main topic and key details ● Understand that finding the main topic and key details can help you better understand what you read. <p>Read Aloud G (Module 3 Week 4)</p> <ul style="list-style-type: none"> ● Identify the main topic of a text and sections within it ● Ask and answer questions about key details ● Identify how the information in the text is organized <p>Describing Connections (Lesson 8 - Module 3 Week 5)</p> <ul style="list-style-type: none"> ● Identify text clues that signal sequence, cause and effect, and other types of connections ● Explain how ideas and events in a text are connected ● Recognize how describing connections between text events and ideas helps readers understand and remember key details |
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| <p>Summative Assessments: Unit 3 Check - Ready Reading Unit 3 Assessment - Magnetic Reading</p> |
| <p>Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities</p> |
| <p>Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)</p> |
| <p>Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady Literacy Tasks - iReady</p> |

Skill:**Week 1:**

Blend, Segment, Phonemes
Add, Delete, Substitute Phonemes
Beginning r-Blends: fr, cr, dr, tr
Short Vowel Syllable Patterns
Words with Beginning Blends
Letter Formation
High Frequency Words
Fluency

Week 2:

Blend, Add, Segment Phonemes
Blends: gr, br, sn, sw
Inflectional Endings - ed, ing
Words with Beginning Blends
Practice letter formation.
Read fluently with accuracy.
Accurately spell HF words.

Week 3:

Blend, Add, Segment Phonemes
Three Letter Blends: scr, spl, str, spr
Contractions with 's
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Week 4:

Blend/Segment Add Phonemes
Ending Blends: st, sk, nd, nt, mp
Contractions with not
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Week 5:

Blend, Segment, Add Phonemes
Long a: a_e
Plurals (with CVCe Words)

Learning Activities:**Learning Module 3: Week 1 (Days 61-65))**

[Segment Words into Phonemes](#)
[Substitute Phonemes](#)
[Manipulate Phonemes](#)
[Initial l,r blends](#)
[Closed Syllables](#)
[Teach Vocabulary with Read Alouds](#)
[Retell Informational Text](#)
[Sort Words into Categories](#)
[Fluency Implementation](#)
[Fluency Skill: Intonation/Inflection](#)

Learning Module 3: Week 2 (Days 66-70)

[Add Phonemes](#)
[Delete Phonemes](#)
[Inflectional Endings Without Spelling Changes](#)
[Words with Initial s Blends](#)
[Key Ideas and Details](#)
[Categorize and Classify Information](#)
[Recognize Synonyms](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Intonation/Inflection](#)

Learning Module 3: Week 3 (Days 71-75)

[Segment Words into Phonemes](#)
[Manipulate Phonemes](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[Words with Initial s Blends](#)
[Words with Contractions with 's](#)
[Understand Contractions](#)
[Identify Main Idea](#)
[Predict the Topic of a Book](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Intonation/Inflection](#)

Learning Module 3: Week 4 (Days 76-80)

[Add Phonemes](#)
[Manipulate Phonemes](#)

Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Review Week:

Review and practice the yearlong skill of editing and revising written work and using previously taught sound-spelling patterns and Super Words.

Practice the writing skills learned in the Ready Reading Writing Activities, such as Read Aloud B: Research and Write and Read Aloud E: Write to Answer a Question.

Practice speaking and listening skills, such as describing things with relevant details and expressing ideas clearly.

Make topical connections to Magnetic Reading Foundations, Unit 3.

[Irregular High Frequency Words with Elkonin Boxes](#)
[Understand Contractions](#)
[Words with Final Consonant Blends](#)
[Teach Vocabulary with Read Alouds](#)
[Retell Informational Text](#)
[Use Context to Find Word Meaning](#)
[Shades of Meaning](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Intonation/Inflection](#)

Learning Module 3: Week 5 (Days 81-85)

[Blend Phonemes](#)
[Segment Words into Phonemes](#)
[Substitute Phonemes](#)
[Distinguish Short and Long Vowel Sounds](#)
[Long-Vowel Words with Final e](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[Cause and Effect](#)
[Make Connections to Words](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Intonation/Inflection](#)

Learning Module 3: Review Week (Days 86-90)

[Add Phonemes](#)
[Manipulate Phonemes](#)
[Delete Phonemes](#)
[Blend Phonemes](#)
[Segment Words into Phonemes](#)
[Substitute Phonemes](#)
[Distinguish Short and Long Vowel Sounds](#)
[Long-Vowel Words with Final e](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Intonation/Inflection](#)

Resources

Word banks (ex. word wall with unit themed sight words)
Anchor Charts
Ready Reading Teacher Manual and Teacher Toolbox
i-Ready Teacher Manual and Teacher Toolbox

Student Journals for Ready Reading, Magnetic Reading
Word Building Cards
Sound Spelling and Articulation Cards
Super Word Cards
Magnetic Readers Library
Ready Reading Projectable Stories: *Sometimes, I'm Staying Home from School Today*
Trade books: *Mike Mulligan and His Steam Shovel*, *The Polar Bear Son*, *The Empty Pot*, *Butterflies and Moths*, *Elizabeth Leads the Way*, *Earthworms*, *My Rotten Redheaded Older Brother*
Optional Read Alouds:
Octopus Escapes Again, by Laurie Ellen Angus
Over the Ocean in a Coral Week, by Marianne Berkes
Underwater Homes, by Therese Hopkins

Suggested Activities for Differentiation

Suggested Strategies and Practices that Support Students with Disabilities:

Follow All IEP Modifications
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Introduce Key Vocabulary Before Lesson
Teacher Reads Aloud Daily
Choral Reading
Chants, Songs (ex: The Vowel Song on Youtube)
Small Group Instruction- Guided Reading and Guided Writing
Flexible Grouping
Use Books On Tape (Listening Center)
Allow Extra Time To Complete Assignments Or Tests
Allow Answers To Be Given Orally Or Dictated
Provide Picture Instructions
Provide brain breaks
Use a strong student as a “buddy”

Suggested Strategies and Practices that Support English Language Learners:

Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Gesturing

Teacher Modeling

Roleplay

Simplified Language / Teacher Talk / Thinking Aloud

Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)

Picture Directions

Students At Risk of Failure:

Provide Peer Tutoring

Articulation videos (iReady Teacher Toolbox)

Classroom Visuals (Vowel Valley, Sound Walls)

Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)

Provide Immediate Praise And Feedback

Provide High Interest Topics

Use a strong student as a “buddy”

Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)

Use Audio Books

Allow Extra Time To Complete Assignments Or Tests

Work In A Small Group

One On One Instruction

Students with 504 Plans:

Follow All 504 Modifications

Articulation videos (iReady Teacher Toolbox)

Classroom Visuals (Vowel Valley, Sound Walls)

Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)

Provide Picture Instructions

Small Group Instruction- Guided Reading and Guided Writing

Allow Extra Time To Complete Assignments Or Tests

Allowing For Additional Wait Time For Student Responses During Conversations

Provide Fidget Tools

Flexible Seating

Chunk Assignments

Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

Encourage Upper Level Intellectual Behavior Based On Bloom’s Taxonomy

Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)

Group Students According To Ability Or Interest

Propose Interest-based Extension Activities

Use Leveled Texts And Offer An Advanced Reader Reading List

Use Varied Modes Of Pre-assessment And Assessment
Provide Whole Group Enrichment Explorations
Provide Options, alternatives and choices to differentiate and broaden the curriculum
Teach Cognitive and Methodological Skills
Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words
Ask Higher Order Thinking Questions

Unit 4

Stage 1: Desired Results

Unit 4: Neighborhoods

Unit Summary: Neighborhoods are places where people work, live, shop, and have fun together. In this unit students will have the opportunities to practice reading VCe spellings for long vowel teams, soft consonants, and previously learned phonics skills.

Unit 4 Learning Targets

NJSLS Grade Level Standards:

NJSLS Focus Standards:

Reading Foundational Skills

Phonological Awareness

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.

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

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

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

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

B. Decode regularly spelled one-syllable words

*RF.2.3.E Recognize and read grade appropriate irregularly spelled words.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

NJSLS Supplemental Standards

Reading Foundational Skills

Print Concepts

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

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

Reading Informational Skills**Key Ideas and Details**

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

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

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

Craft and Structure

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

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

*RI.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.

Integration of Knowledge and Ideas

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

Writing

W.1.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

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

Speaking and Listening**Comprehension and Collaboration**

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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

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

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

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

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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

Conventions of Standard English

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

A. Print all upper- and lowercase letters.

- C. Use singular and plural nouns with matching verbs in basic sentences(eg.,He hops;We hop).
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize dates and names of people.
 - B. Use end punctuation for sentences.
 - C. Use commas in dates and to separate single words in a series.
 - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 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.
 - B. Use frequently occurring affixes and inflection(eg., -ed, -s, -ing, re-, un-, pre-, -ful, less) as a clue to the meaning of a word.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/ or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.

Interdisciplinary Connections:

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit Essential Questions:

- How do neighborhoods help each other? How can you be a good neighbor?
- What is phonemic awareness?
- How do we figure out a word we do not recognize?
- Why do readers use different strategies or tools to help them as they read?
- Why do readers ask and answer questions before, during, and after reading?
- Why is it important to read accurately with ease?
- Why is it important to understand how print works?

Unit Enduring Understandings:

- Phonological awareness is the understanding that spoken language is made up of sounds.
- Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters).
- Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Effective readers use appropriate strategies as needed to construct meaning.

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| <ul style="list-style-type: none"> • What is narrative writing? | <ul style="list-style-type: none"> • Reading with accuracy and fluency aids in comprehension. • Informational/Explanatory texts provide facts about people, places, or things. • Writers explain what something is, how something happened, or how something works. • Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information. |
| <p>Content-Students will know:</p> <p>Phonics: Long o, i, u, e, a Soft c and g</p> <p>Unit Words: here, live, neighbor, work Super Words: down, over, these, who, also, first, how, new, been, change, once, only, away, because, each, where, around, found, good, now</p> | <p>Skills-Students will be able to: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Recognize and produce rhyme • Recognize and produce alliteration • Blend and segment onset and rime • Isolate(initial and medial), blend, identify and segment phonemes in single syllable words • Review consonants • Encode and decode words with short vowels • Reinforce letter formation • Understand how print works <ul style="list-style-type: none"> ○ Book orientation /turning pages ○ Text direction ○ Distinguish letters from words within sentences ○ Match print to speech ○ Word spaces ○ Picture support ○ Distinguish features of a sentence ○ Understand book parts(title, author, illustrator, table of contents) • Read a connected text for accuracy • Recognize, read and spell grade level high frequency words • Engage in collaborative discussions with a partner or whole group. • Write the answer to a prompt in a complete sentence. <p>Comprehension (Ready Reading): Feeling Words (Lesson 9 - Module 4 Week 1)</p> <ul style="list-style-type: none"> • Identify words and phrases that explicitly describe an author's or character's feelings • Identify words and phrases that imply an author's or character's feelings |

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| | <ul style="list-style-type: none"> • Use text evidence to draw conclusions about an author’s or character’s feelings <p>Read Aloud H (Module 4 Week 2)</p> <ul style="list-style-type: none"> • Answer questions about key details in the story • describe characters and major events, using key details • Retell the story, including key details <p>Sensory Words (Lesson 10 - Module 4 Week 3)</p> <ul style="list-style-type: none"> • Identify sensory words and phrases used to describe details in a poem • Identify sensory words and phrases to describe details in a story • Understand how sensory words help readers picture what is happening in a text <p>Types of Books (Lesson 11- Module 4 Week 4)</p> <ul style="list-style-type: none"> • Use characteristics of a text to identify a fiction books and an information book • Compare and contrast fiction and information books • Understand purposes for reading fiction and informational books <p>Who is Telling the Story (Lesson 12- Module 4 Week 5)</p> <ul style="list-style-type: none"> • Recognize that a narrator can be the author of a character in the story • Identify who is narrating the story • Use textual evidence to support conclusions about who is narrating the story |
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Stage 2: Evidence of Student Learning

Summative Assessments: Unit 4 Check - Ready Reading

Unit 4 Assessment - Magnetic Reading

Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities

Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)

Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady

Literacy Tasks - iReady

Stage 3: Core Instructional Plan & Resources

Skill:

Week 1:

Learning Activities:

Blend, Segment, Phonemes

Long o

Long i

Letter Formation

High Frequency Words

Fluency

Week 2

Blend, Segment Phonemes

Long u

Long e

Inflectional Endings: ed, ing

Practice letter formation.

Read fluently with accuracy.

Accurately spell HF words.

Week 3:

Blend, Segment Phonemes

Soft c, g

Inflectional Endings- ed, ing

Words with Soft c, dge

Practice letter formation.

Read fluently with accuracy.

Accurately recognize, read & spell HF words.

Week 4:

Blend/Segment Phonemes

Long a: ai, ay

Prefixes re, un

Practice letter formation.

Read fluently with accuracy.

Accurately recognize, read & spell HF words.

Week 5:

Blend, Segment, Add Phonemes

Long e: e, ee, ea

Suffixes- ful, less

Practice letter formation.

Read fluently with accuracy.

Accurately recognize, read & spell HF words.

Learning Module 4: Week 1 (Days 91-95)

[Segment Words into Phonemes](#)

[Substitute Phonemes](#)

[Phoneme Manipulation](#)

[Distinguish Short and Long Vowel Sound](#)

[Long-Vowel Words with Final e](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Final e Syllable](#)

[Make Inferences](#)

[Shades of Meaning](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Rate & Accuracy](#)

Learning Module 4: Week 2 (Days 96-100)

[Blend Phonemes](#)

[Segment Words into Phonemes](#)

[Substitute Phonemes](#)

[Identify Medial Vowel Sounds](#)

[Phoneme Manipulation](#)

[Distinguish Short and Long Vowel Sounds](#)

[Long Vowel Words with Final e](#)

[Irregular High Frequency Words](#)

[Inflectional Endings](#)

[Teach Vocabulary with Read Alouds](#)

[Compound Words](#)

Learning Module 4: Week 3 (Days 101-105)

[Blend Phonemes](#)

[Segment Words into Phonemes](#)

[Irregular High Frequency Words](#)

[Inflectional Endings without Spelling Changes](#)

[Inflectional Ending with Spelling Changes](#)

[Words with Soft c or g](#)

[Antonyms](#)

[Synonyms](#)

[Identify Descriptive Language](#)

Learning Module 4: Week 4 (Days 106-110)

[Blend Phonemes](#)

[Segment Words into Phonemes](#)

Review Week:

Practice speaking and listening skills, such as following agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics under discussion).

Review or introduce the first grade math skill of building and drawing shapes to possess defining attributes.

Make topical connections to Magnetic Reading Foundations, Unit 4.

[Phoneme Manipulation](#)

[Delete Phonemes](#)

[Irregular High Frequency Words](#)

[Two Syllable Words with Prefixes and Suffixes](#)

[Words with Long Digraphs](#)

[Sort Words](#)

Learning Module 4: Week 5 (Days 111-115)

[Blend Phonemes](#)

[Segment Words into Phonemes](#)

[Add Phonemes](#)

[Phoneme Manipulation](#)

[Irregular High Frequency Words](#)

[Two Syllable Words with Prefixes and Suffixes](#)

[Words with Long Vowel Digraphs](#)

[Teach New Word Meanings](#)

Learning Module 4: Week 6 (Days 116-120)

[Inflectional Endings Without Spelling Changes](#)

[Inflectional Endings with Spelling Changes](#)

[Delete Phonemes](#)

[Blend Phonemes](#)

[Segment Words into Phonemes](#)

[Add Phonemes](#)

[Phoneme Manipulation](#)

[Irregular High Frequency Words](#)

[Two Syllable Words with Prefixes and Suffixes](#)

[Words with Long Digraphs](#)

Learning Module 4: Resources

Word banks (ex. word wall with unit themed sight words)

Anchor Charts

Ready Reading Teacher Manual and Teacher Toolbox

i-Ready Teacher Manual and Teacher Toolbox

Student Journals for Ready Reading, Magnetic Reading

Word Building Cards

Sound Spelling and Articulation Cards

Super Word Cards

Magnetic Readers Library

Ready Reading Projectable Stories: *Famous Women: Susan B. Anthony*

Trade books: *Earthworms*, *Elizabeth Leads the Way*, *Who Eats What?*
Optional Read Alouds:
Rooftop Garden, by Pati Aguilera
The Little House, by Virginia Lee Burton
Good Morning, City, by Pat Kiernan

Suggested Activities for Differentiation

Suggested Strategies and Practices that Support Students with Disabilities:

Follow All IEP Modifications
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Introduce Key Vocabulary Before Lesson
Teacher Reads Aloud Daily
Choral Reading
Chants, Songs (ex: The Vowel Song on Youtube)
Small Group Instruction- Guided Reading and Guided Writing
Flexible Grouping
Use Books On Tape (Listening Center)
Allow Extra Time To Complete Assignments Or Tests
Allow Answers To Be Given Orally Or Dictated
Provide Picture Instructions
Provide brain breaks
Use a strong student as a “buddy”

Suggested Strategies and Practices that Support English Language Learners:

Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Gesturing
Teacher Modeling
Roleplay
Simplified Language / Teacher Talk / Thinking Aloud
Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
Picture Directions

Students At Risk of Failure:

Provide Peer Tutoring
Articulation videos (iReady Teacher Toolbox)

Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Provide Immediate Praise And Feedback
Provide High Interest Topics
Use a strong student as a “buddy”
Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
Use Audio Books
Allow Extra Time To Complete Assignments Or Tests
Work In A Small Group
One On One Instruction

Students with 504 Plans:

Follow All 504 Modifications
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Provide Picture Instructions
Small Group Instruction- Guided Reading and Guided Writing
Allow Extra Time To Complete Assignments Or Tests
Allowing For Additional Wait Time For Student Responses During Conversations
Provide Fidget Tools
Flexible Seating
Chunk Assignments
Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

Encourage Upper Level Intellectual Behavior Based On Bloom’s Taxonomy
Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
Group Students According To Ability Or Interest
Propose Interest-based Extension Activities
Use Leveled Texts And Offer An Advanced Reader Reading List
Use Varied Modes Of Pre-assessment And Assessment
Provide Whole Group Enrichment Explorations
Provide Options, alternatives and choices to differentiate and broaden the curriculum
Teach Cognitive and Methodological Skills
Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
Ask Higher Order Thinking Questions

Unit 5

Stage 1: Desired Results

Unit 5: Imagine That!

Unit Summary: Reading fiction stories and poems helps readers expand their imaginations as they meet heroic characters and explore unique places and times. In this unit students will have the opportunities for children to practice reading long vowels, vowel teams, r-controlled vowels, and previously learned phonics skills.

Unit 5 Learning Targets

NJSLS Grade Level Standards:

NJSLS Focus Standards:

Reading Foundational Skills

Phonological Awareness

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.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- B. Decode regularly spelled one-syllable words
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

*RF.2.3.E Recognize and read grade appropriate irregularly spelled words.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.

NJSLS Supplemental Standards

Reading Foundational Skills

Print Concepts

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

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

Reading Informational Skills

Key Ideas and Details

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

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

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

Craft and Structure

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

A. Read grade-level text with purpose and understanding.

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

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

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

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

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

Integration of Knowledge and Ideas

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

Writing

W.1.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.

W.1.6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Speaking and Listening

Comprehension and Collaboration

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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

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

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

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

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Conventions of Standard English

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

A. Print all upper- and lowercase letters.

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

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

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 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.
- B. Use frequently occurring affixes and inflection(eg., -ed, -s, -ing, re-, un-, pre-, -ful, less) as a clue to the meaning of a word.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/ or global climate change issue and deliberate about possible solutions.

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8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.

Interdisciplinary Connections:

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit Essential Questions:

- What makes someone a hero?
- Who do you think is a hero?
- What is a problem you have had?
- What action did you take to try to solve your problem?
- What is Phonemic Awareness?
- How do we figure out a word we do not recognize?
- Why do readers use different strategies or tools to help them as they read?
- Why is it important to read accurately with ease?
- Why is it important to understand how print works?
- What is narrative writing?

Unit Enduring Understandings:

- Phonological awareness is the understanding that spoken language is made up of sounds.
- Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters).
- Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Effective readers use appropriate strategies as needed to construct meaning.
- Reading with accuracy and fluency aids in comprehension.

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| | <ul style="list-style-type: none"> ● Informational/Explanatory texts provide facts about people, places, or things. ● Writers explain what something is, how something happened, or how something works. ● Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information. |
| <p>Content-Students will know:</p> <p>Phonics: Long o (o, oa,ow) Long i (i,y,igh) Long e (y,ey) r-controlled vowel ar,er,ir,ur</p> <p>Unit Words:action, hero, mood, problem</p> <p>Super Words: find, light, little, right, before, buy, even, our, every, pretty, think, very, called, help, know, walk, answer, picture, water,</p> | <p>Skills-Students will be able to:</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Recognize and produce rhyme ● Recognize and produce alliteration ● Blend and segment onset and rime ● Isolate(initial and medial), blend, identify and segment phonemes in single syllable words ● Review consonants ● Encode and decode words with short vowels ● Reinforce letter formation ● Understand how print works <ul style="list-style-type: none"> ○ Book orientation /turning pages ○ Text direction ○ Distinguish letters from words within sentences ○ Match print to speech ○ Word spaces ○ Picture support ○ Distinguish features of a sentence ○ Understand book parts(title, author, illustrator, table of contents) ● Read a connected text for accuracy ● Recognize, read and spell grade level high frequency words ● Engage in collaborative discussions with a partner or whole group. ● Write the answer to a prompt in a complete sentence. <p>Comprehension (Ready Reading):</p> <p>Module 5 Week 1</p> <ul style="list-style-type: none"> ● Identify the main topic of a text and sections within it ● Ask and Answer questions about key details ● Identify how the information in the text is organized <p>Finding Word Meanings (Lesson 13 - Module 5 Week 2)</p> <ul style="list-style-type: none"> ● Relate prior knowledge to text evidence in order to draw conclusions about word meaning |

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| | <ul style="list-style-type: none"> ● Explain the specific meanings of unknown words as they are used in the text ● Locate text and picture evidence that helps determine or clarify the meaning of words and phrases ● Ask and answer questions to determine or clarify the meaning of words and phrases in a text <p>Text Features (Lesson 14 - Module 5 Week 3)</p> <ul style="list-style-type: none"> ● Recognize that text features are parts of a book that guide readers in finding information ● Use text features such as headings, tables of contents, and glossaries to find information in a book ● Understand why authors include text features and how they help readers find information <p>More Text Features (Lesson 15 - Module 5 Week 4)</p> <ul style="list-style-type: none"> ● Recognize that digital text features guide readers in finding information ● use digital text features to find information ● Understand how digital text features help readers find information <p>Words and Pictures (Lesson 16 - Module 5 Week 5)</p> <ul style="list-style-type: none"> ● Understand that both words and visuals provide information in books ● Recognize that visuals often provide information beyond the words ● Differentiate between information provided by words and information provided by visuals ● Understand that using both words and visuals can help you learn more about a topic |
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Stage 2: Evidence of Student Learning

Summative Assessments: Unit 5 Check - Ready Reading

Unit 5 Assessment - Magnetic Reading

Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities

Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)

Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady

Literacy Tasks - iReady

Stage 3: Core Instructional Plan & Resources

Skill:

Week 1:

Blend, Segment, Delete Identify
Long o: o, oa, ow
Long Vowel Syllable Patterns
Spelling words with long o
Letter Formation
High Frequency Words
Fluency

Week 2:

Blend, Segment Add Phonemes
Long i: i, y, igh
Inflectional Ending -ed
Words with Long i: i, y, igh
Practice letter formation.
Read fluently with accuracy.
Accurately spell HF words.

Week 3:

Blend, Segment, Identify Phonemes
Isolate Phonemes (Final)
Long e: y, ey
Plurals (change y to i before adding -es)
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Week 4:

Blend, Segment, Identify Phonemes
r- Controlled Vowel ar
r- Controlled Vowel Syllable Patterns
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Week 5:

Blend/Segment Identify Syllables

Learning Activities:

Learning Module 5: Week 1 (Days 121-125)

[Blend Phonemes](#)
[Segment Words into Phonemes](#)
[Substitute Phonemes](#)
[Manipulate Phonemes](#)
[Delete Phonemes](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Intonation/Inflection](#)
[Words with Long Vowel Digraphs](#)
[Open Syllable Patterns](#)
[Teach Vocabulary with Read Alouds](#)
[Use Adjectives and Adverbs](#)

Learning Module 5: Week 2 (Days 126-130)

[Blend Phonemes](#)
[Segment Words into Phonemes](#)
[Substitute Phonemes](#)
[Add Phonemes](#)
[Manipulate Phonemes](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[Inflectional Endings With Spelling Changes](#)
[Words with Long Vowel Digraphs](#)
[Use Context to Find Word Meaning](#)
[Synonyms](#)

Learning Module 5: Week 3 (Days 131-135)

[Blend Phonemes](#)
[Segment Words into Phonemes](#)
[Substitute Phonemes](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[Inflectional Endings With Spelling Changes](#)
[Words with Long Vowel Digraphs](#)
[Match y to Long i and Long e](#)
[Use Text Features](#)
[Multiple-Meaning Words](#)

r- Controlled Vowels er, ir, ur
Comparative Inflectional Endings er, est
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Review Week:

Review and practice the yearlong skill of editing and revising written work and using previously taught sound-spelling patterns and Super Words.
Practice the writing and content knowledge learned in Ready Reading Unit 1: Key Ideas and Details in Literature, Unit 3: Craft and Structure in Literature, and Unit 5: Integration of Knowledge and Ideas in Literature.
Practice speaking and listening skills, such as asking and answering questions about what a speaker says in order to gather additional information or to seek clarity.
Make topical connections to Magnetic Reading Foundations, Unit 5.

Learning Module 5: Week 4 (Days 136-140)

[Blend Phonemes](#)
[Segment Words into Phonemes](#)
[Substitute Phonemes](#)
[Add Phonemes](#)
[Manipulate Phonemes](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[r-Controlled Syllables](#)
[Words with r-Controlled Vowels](#)
[Use Multiple Strategies to Figure Out Word Meanings](#)

Learning Module 5: Week 5 (Days 141-145)

[Blend Phonemes](#)
[Segment Words into Phonemes](#)
[Substitute Phonemes](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[Inflectional Endings With Spelling Changes](#)
[Words with r-Controlled Vowels](#)
[Make Connections to Words](#)

Learning Module 5: Review Week (Days 146-150)

[Match y to Long i and Long e](#)
[Blend Phonemes](#)
[Segment Words into Phonemes](#)
[Substitute Phonemes](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[Inflectional Endings With Spelling Changes](#)
[Words with r-Controlled Vowels](#)

Resources

Word banks (ex. word wall with unit themed sight words)
Anchor Charts
Ready Reading Teacher Manual and Teacher Toolbox
i-Ready Teacher Manual and Teacher Toolbox
Student Journals for Ready Reading, Magnetic Reading
Word Building Cards
Sound Spelling and Articulation Cards
Super Word Cards
Magnetic Readers Library

Ready Reading Projectable Stories: *Happy Birthday Surprise!*
Trade books: *My Rotten Redheaded Older Brother*, *Mice and Beans*, *The Polar Bear Son*, *Mike Mulligan and His Steam Shovel*
Optional Read Alouds:
The Mitten, by Jim Aylesworth
What the Ladybug Heard, by Julia Donaldson
The Boy Who Cried Wolf, by B. G. Hennessy

Suggested Activities for Differentiation

Suggested Strategies and Practices that Support Students with Disabilities:

Follow All IEP Modifications
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Introduce Key Vocabulary Before Lesson
Teacher Reads Aloud Daily
Choral Reading
Chants, Songs (ex: The Vowel Song on Youtube)
Small Group Instruction- Guided Reading and Guided Writing
Flexible Grouping
Use Books On Tape (Listening Center)
Allow Extra Time To Complete Assignments Or Tests
Allow Answers To Be Given Orally Or Dictated
Provide Picture Instructions
Provide brain breaks
Use a strong student as a “buddy”

Suggested Strategies and Practices that Support English Language Learners:

Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Gesturing
Teacher Modeling
Roleplay
Simplified Language / Teacher Talk / Thinking Aloud
Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
Picture Directions

Students At Risk of Failure:

Provide Peer Tutoring

Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Provide Immediate Praise And Feedback
Provide High Interest Topics
Use a strong student as a “buddy”
Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
Use Audio Books
Allow Extra Time To Complete Assignments Or Tests
Work In A Small Group
One On One Instruction

Students with 504 Plans:

Follow All 504 Modifications
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Provide Picture Instructions
Small Group Instruction- Guided Reading and Guided Writing
Allow Extra Time To Complete Assignments Or Tests
Allowing For Additional Wait Time For Student Responses During Conversations
Provide Fidget Tools
Flexible Seating
Chunk Assignments
Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

Encourage Upper Level Intellectual Behavior Based On Bloom’s Taxonomy
Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
Group Students According To Ability Or Interest
Propose Interest-based Extension Activities
Use Leveled Texts And Offer An Advanced Reader Reading List
Use Varied Modes Of Pre-assessment And Assessment
Provide Whole Group Enrichment Explorations
Provide Options, alternatives and choices to differentiate and broaden the curriculum
Teach Cognitive and Methodological Skills
Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
Ask Higher Order Thinking Questions

Unit 6

Stage 1: Desired Results

Unit 6: In the Sky!

Unit Summary: People are able to see different objects in the sky depending on the weather and the Earth's position in relation to the sun. In this unit students will have the opportunities to practice reading r-controlled vowels, diphthongs, variant vowels, and previously learned phonic concepts.

Unit 6 Learning Targets

NJSLS Grade Level Standards:

NJSLS Focus Standards:

Reading Foundational Skills

Phonological Awareness

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.

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

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

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

Phonics and Word Recognition

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

B. Decode regularly spelled one-syllable words

*RF.2.3.E Recognize and read grade appropriate irregularly spelled words.

G. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

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

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

NJSLS Supplemental Standards

Reading Foundational Skills

Print Concepts

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

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

Reading Informational Skills

Key Ideas and Details

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

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

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

Craft and Structure

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

RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

*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.

Integration of Knowledge and Ideas

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

RI.1.8 Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

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

Writing

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

W.1.6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

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

Speaking and Listening

Comprehension and Collaboration

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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

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

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

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

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Conventions of Standard English

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

A. Print all upper- and lowercase letters.

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

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

A. Capitalize dates and names of people.

B. Use end punctuation for sentences.

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

- D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 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.
- B. Use frequently occurring affixes and inflection(eg., -ed, -s, -ing, re-, un-, pre-, -ful, less) as a clue to the meaning of a word.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/ or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (CS & DT):

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.CS.2: Explain functions of common software and hardware components of computing systems.

Interdisciplinary Connections:

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g. transportation, housing, dietary needs).

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit Essential Questions:

- When does the moon appear in the sky?
- How does the moon seem to change?
- What is the weather like today?
- What types of weather do you like best?
- What is Phonemic Awareness?
- How do we figure out a word we do not recognize?
- Why do readers use different strategies or tools to help them as they read?
- Why is it important to read accurately with ease?
- Why is it important to understand how print works?
- What is informational writing?

Unit Enduring Understandings:

- Phonological awareness is the understanding that spoken language is made up of sounds.
- Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters).
- Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Effective readers use appropriate strategies as needed to construct meaning.
- Reading with accuracy and fluency aids in comprehension.
- Informational/Explanatory texts provide facts about people, places, or things.
- Writers explain what something is, how something happened, or how something works.

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| | <ul style="list-style-type: none"> ● Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information. |
| <p>Content-Students will know:</p> <p>Phonics: r-controlled vowels or, oar, ore Diphthongs ou, ow, oi, oy Variant Vowels oo,ue,ew,au,aw,a(i) Unit Words:appear, Earth, moon, weather Super Words: again, does, soon, year, always, done, give, here, another, live, move, near, goes, learn, school, work, air, full, pull, together</p> | <p>Skills-Students will be able to:</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Recognize and produce rhyme ● Recognize and produce alliteration ● Blend and segment onset and rime ● Isolate(initial and medial), blend, identify and segment phonemes in single syllable words ● Review consonants ● Encode and decode words with short vowels ● Reinforce letter formation ● Understand how print works <ul style="list-style-type: none"> ○ Book orientation /turning pages ○ Text direction ○ Distinguish letters from words within sentences ○ Match print to speech ○ Word spaces ○ Picture support ○ Distinguish features of a sentence ○ Understand book parts(title, author, illustrator, table of contents) ● Read a connected text for accuracy ● Recognize, read and spell grade level high frequency words ● Engage in collaborative discussions with a partner or whole group. ● Write the answer to a prompt in a complete sentence. <p>Comprehension (Ready Reading)</p> <p>Unit 5 Opener (Module 6 Week 1)</p> <ul style="list-style-type: none"> ● Use story details to tell about characters, setting, or events ● Use pictures to tell about characters, setting, or events ● Use pictures to find more evidence about story details than the words tell ● Understand how words and pictures help readers describe characters, setting, or events <p>Comparing Characters (Lesson 18 Module 6 Week 2)</p> |

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| | <ul style="list-style-type: none"> ● Identify similarities between the experiences of the main character in two different stories ● Identify differences between the experiences of the main character in two different stories ● Understand how comparing and contrasting the experiences of characters helps you better understand the characters <p>Unit 6 Opener (Lesson 19 Module 6 Week 3)</p> <ul style="list-style-type: none"> ● Use details from the words in a text to tell about its key ideas ● Use details from the illustrations in a text to tell about its key details ● Understand how words and illustrations in a text work together to help readers describe its key ideas <p>Identifying Reasons (Lesson 20 Module 6 Week 4)</p> <ul style="list-style-type: none"> ● Identify key points in a text ● Identify reasons that support key points ● Understand how identifying reasons can help you better understand a key point <p>Comparing Two Texts (Lesson 21 Module 6 Week 5)</p> <ul style="list-style-type: none"> ● Identify basic similarities and differences between the illustrations in two texts ● Identify basic similarities and differences between the words in two texts ● Understand that comparing texts on the same topic can help readers better understand that topic ● Understand that comparing texts on the same topic can help readers better understand each text |
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Stage 2: Evidence of Student Learning

Summative Assessments: Unit 6 Check - Ready Reading

Unit 6 Assessment - Magnetic Reading

Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities

Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)

Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady

Literacy Tasks - iReady

Stage 3: Core Instructional Plan & Resources

Skill:

Week 1:

Blend, Segment Identify Substitute Phonemes
r- Controlled Vowels or, oar, ore
Consonant + le Syllable Patterns
Words with or, oar, ore
Letter Formation
High Frequency Words
Fluency

Week 2:

Blend, Segment, Add, Identify
Diphthongs ou, ow
Compound Words
Words with ut, ow
Practice letter formation.
Read fluently with accuracy.
Accurately spell HF words.

Week 3

Blend, Segment, Add, Identify Phonemes
Diphthongs oi, oy
Vowel Team Syllable Patterns
Words with oi, oy
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Week 4:

Blend, Segment, Add Phonemes
Variant Vowel oo (book)
Variant vowel oo (room) ue, ew
Irregular Plurals
Words with Variant Vowels
Practice letter formation.
Read fluently with accuracy.
Accurately recognize, read & spell HF words.

Week 5:

Learning Activities:

Learning Module 6: Week 1 (Days 151-155)

[Blend Phonemes](#)
[Segment Words into Phonemes](#)
[Substitute Phonemes](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[Words with r-Controlled Vowels](#)
[Final Stable Syllables: le, el, al](#)
[Two-Syllable Words with Short Vowels](#)
[Make Connections to Words](#)
[Fluency Implementation Guide](#)
[Fluency Skill: Rate & Accuracy](#)

Learning Module 6: Week 2 (Days 156-160)

[Blend Phonemes](#)
[Segment Words into Phonemes](#)
[Substitute Phonemes](#)
[Add Phonemes](#)
[Phoneme Manipulation](#)
[Irregular High Frequency Words](#)
[Words with Vowel Diphthongs and Digraphs](#)
[Decode Compound Words](#)
[Sort Words by Categories](#)

Learning Module 6: Week 3 (Days 161-165)

[Blend Phonemes](#)
[Segment Words into Phonemes](#)
[Substitute Phonemes](#)
[Add Phonemes](#)
[Phoneme Manipulation](#)
[Irregular High Frequency Words with Elkonin Boxes](#)
[Words with Vowel Diphthongs and Digraphs](#)
[Distinguish Open and Closed Syllables](#)
[Teach New Word Meanings](#)

Learning Module 6: Week 4 (Days 166-170)

[Blend Phonemes](#)
[Segment Words into Phonemes](#)

Blend/Segment, Delete, Identify Syllables

Variant Vowels au, aw a(l)

Suffix- ly

Words with Variant Vowels

Practice letter formation.

Read fluently with accuracy.

Accurately recognize, read & spell HF words.

Review Week:

Review and practice the yearlong skill of editing and revising written work and using previously taught sound-spelling patterns and Super Words.

Practice speaking and listening skills, such as participating in collaborative conversations with diverse partners about age-appropriate topics with peers and adults in small and large groups.

Make topical connections to Magnetic Reading Foundations, Unit 6.

[Substitute Phonemes](#)

[Add Phonemes](#)

[Phoneme Manipulation](#)

[Irregular High Frequency Words](#)

[Words with Vowel Diphthongs and Digraphs](#)

[Irregular Plurals](#)

[Identify Supporting Reasons](#)

[Compound Words](#)

Learning Module 6: Week 5 (Days 171-175)

[Blend Phonemes](#)

[Segment Words into Phonemes](#)

[Substitute Phonemes](#)

[Phoneme Manipulation](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Words with Vowel Diphthongs and Digraphs](#)

[Words with Variant Vowel a\(l\): alk, alt, all](#)

[Sort Words by Categories and Attributes](#)

Learning Module 6: Review Week (Days 176-180)/

[Blend Phonemes](#)

[Segment Words into Phonemes](#)

[Substitute Phonemes](#)

[Phoneme Manipulation](#)

[Delete Phonemes](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Words with Vowel Diphthongs and Digraphs](#)

[Words with Variant Vowel a\(l\): alk, alt, all](#)

Resources

Word banks (ex. word wall with unit themed sight words)

Anchor Charts

Ready Reading Teacher Manual and Teacher Toolbox

i-Ready Teacher Manual and Teacher Toolbox

Student Journals for Ready Reading, Magnetic Reading

Word Building Cards

Sound Spelling and Articulation Cards

Super Word Cards

Magnetic Readers Library

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| | Magnetic Reading Projectable Stories: <i>Upsetting the Balance</i> , <i>Famous Women: Susan B. Anthony</i> Trade books: <i>Butterflies and Moths</i> , <i>Elizabeth Leads the Way</i> , <i>Earthworms</i> , Optional Read Alouds: <u>Moonlight</u> , by Grace Hansen <u>What Kind of Clouds?</u> , by Nadia Higgins <u>Nadia Higgins A Big Mooncake for Little Star</u> , by Grace Lin |
| | |

Suggested Activities for Differentiation

Suggested Strategies and Practices that Support Students with Disabilities:

Follow All IEP Modifications
Articulation videos (iReady Teacher Toolbox)
Classroom Visuals (Vowel Valley, Sound Walls)
Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Introduce Key Vocabulary Before Lesson
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Choral Reading
Chants, Songs (ex: The Vowel Song on Youtube)
Small Group Instruction- Guided Reading and Guided Writing
Flexible Grouping
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Allow Answers To Be Given Orally Or Dictated
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Provide brain breaks
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Suggested Strategies and Practices that Support English Language Learners:

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Teacher Modeling
Roleplay
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Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
Picture Directions

Students At Risk of Failure:

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Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Provide Immediate Praise And Feedback
Provide High Interest Topics
Use a strong student as a “buddy”
Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
Use Audio Books
Allow Extra Time To Complete Assignments Or Tests
Work In A Small Group
One On One Instruction

Students with 504 Plans:

Follow All 504 Modifications
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Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
Provide Picture Instructions
Small Group Instruction- Guided Reading and Guided Writing
Allow Extra Time To Complete Assignments Or Tests
Allowing For Additional Wait Time For Student Responses During Conversations
Provide Fidget Tools
Flexible Seating
Chunk Assignments
Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

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Group Students According To Ability Or Interest
Propose Interest-based Extension Activities
Use Leveled Texts And Offer An Advanced Reader Reading List
Use Varied Modes Of Pre-assessment And Assessment
Provide Whole Group Enrichment Explorations
Provide Options, alternatives and choices to differentiate and broaden the curriculum
Teach Cognitive and Methodological Skills
Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
Ask Higher Order Thinking Questions

