

RL.1 Reading Literature Text	
<ul style="list-style-type: none"> • Ask and answer questions about key details in a text. (RL.1.1) • Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2) • Describe characters, settings, and major event(s) in a story, using key details. (RL.1.3.) • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4.) • Explain major differences between books that tell stories and books that give information. (RL.1.5.) • Identify who is telling the story at various points in a text. (RL.1.6.) • Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7.) • Compare and contrast the adventures and experiences of characters in stories. (RL.1.9.) • Read and comprehend stories and poetry at grade level text complexity or above. (RL.1.10.) 	
<p><u>Essential Questions</u></p> <p>How does understanding the features of print make language more meaningful?</p>	<p><u>Enduring Understandings</u></p> <p>The understanding of features, structures, and characteristics of print helps young readers bring meaning to their environment and to their experiences with language.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Create a print-rich environment with clear, legible manuscript at eye level or reachable with a short pointer so children can “read around the room” and have no difficulty following each line of print; Model features with teacher think-alouds and big books; Use shared and interactive writing, calling attention to direction and spacing as words are written on the chart paper; Reread and use a pointer to track words as they are said aloud; Create an alphabet center using a variety of materials, so children can explore letters and eventually make words.</p>	<p><u>Suggested Assessments</u></p> <p>Use an early literacy checklist that assesses if the student can locate letters, words, turn pages correctly, etc; Observe students during writing workshop activities to see if early print concepts are being applied.</p>

RI.1 Reading Informational Text	
<ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about key details in a text (RI.1.1) <input type="checkbox"/> Identify the main topic and retell key details of a text (RI.1.2) <input type="checkbox"/> Describe the connection between two individuals, events, ideas, or pieces of information in a text (RI.1.3) <input type="checkbox"/> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) <input type="checkbox"/> Know and use various text features to locate key facts or information in a text. (RI.1.5.) <input type="checkbox"/> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6.) <input type="checkbox"/> Use the illustrations and details in a text to describe its key ideas. (RI.1.7.) <input type="checkbox"/> Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. (RI.1.8.) <input type="checkbox"/> Identify basic similarities in and differences between two texts on the same topic (RI.1.9.) <input type="checkbox"/> With prompting and support, read informational texts at grade level text complexity or above. (RI.1.10.) 	
<p><u>Essential Questions</u></p> <p>How do readers make sense of text? What do readers do when they don't understand what they are reading?</p>	<p><u>Enduring Understandings</u></p> <p>Good readers use strategies to help them make sense of what they are reading. They read accurately, smoothly, and with expression to help them understand text.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Model fluency daily with read alouds; Use echo reading and choral reading activities, tracking text visually; Use think-alouds and show students how to make connections, predict, and identify story elements; Eventually elicit connections, predictions, and retellings from students.</p>	<p><u>Suggested Assessments</u></p> <p>Assess fluency using a rubric and running record. Elicit a retelling of the same passage to assess comprehension; Assess how students are using strategies by reviewing their notebooks (or charts). It is important to evaluate how meaningful their connections, inferences, and questions are and if they use text support; Use a simple story map to evaluate their understanding of characters, setting, and plot.</p>

RF.1 Reading Foundation Skills	
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate mastery of the organization and basic features of print. (RF.1.1) <input type="checkbox"/> Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RF.1.2) <input type="checkbox"/> Know and apply grade-level phonics and word analysis skills in decoding and encoding words (RF.1.3) <input type="checkbox"/> Read with sufficient accuracy and fluency to support comprehension. (RF.1.4) 	
<p><u>Essential Questions</u></p> <p>How are sounds represented by letters? How do I figure out a word I do not know?</p>	<p><u>Enduring Understandings</u></p> <p>Letter and letter combinations represent the sounds of our language; Readers use letter-sound correspondence, pictures, and context to decode new words.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Invent new rhymes and sing them, using simple tunes everyone knows. Have students create nonsense words to fit the rhyme by changing beginning sounds; Use picture cards and ask students to say the word without its beginning sound (or ending sound); Use a rubber band to model how to stretch out sounds and segment them. Students can draw sound boxes on lap boards and write sounds they hear as they stretch the word. Model how to blend the sounds to say the word fast (bring rubber band back to original length).</p>	<p><u>Suggested Assessments</u></p> <p>Use a phonological assessment checklist to evaluate if a student can blend/segment phonemes, identify the number of syllables, and substitute sounds to change words; Use an alphabet chart to assess which letter-sound correspondences have been mastered and which have not.</p>

Anchor Standards for Reading

KEY IDEAS AND DETAILS	
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
CRAFT AND STRUCTURE	
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text
INTEGRATION OF KNOWLEDGE AND IDEAS	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
NJSLSA.R9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently

W.1 Writing	
<ul style="list-style-type: none"> <input type="checkbox"/> 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.1.1.) <input type="checkbox"/> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2.) <input type="checkbox"/> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3.) <input type="checkbox"/> 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.1.5.) <input type="checkbox"/> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6.) <input type="checkbox"/> Participate in shared research and writing projects (W.1.7.) <input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8.) 	
<p><u>Essential Questions</u> How do good writers express themselves? How do writers develop a well-written product? Why does a writer choose a particular form of writing?</p>	<p><u>Enduring Understandings</u> Good writers express themselves by sharing and developing their ideas Good writers use the necessary strategies, traits, and forms that best fit their purpose and audience.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Introduce the concept of writing workshop and put procedures into place the first week of school; Use quality picture books that trigger ideas, model possibilities, and illustrate the focus of each mini lesson; Incorporate short conferences into the workshop routine; Praise one thing the student has done as a writer, then teach one concept, skill, or strategy that will help the student improve the piece; Use word walls and personal dictionaries that support students’ efforts; Use quality picture books to study an author’s use of specific tools, traits, or strategies; Develop mini lessons that focus instruction on specific tools, traits, or strategies; Plan a year-long curriculum that addresses a variety of genre (personal narrative, descriptive writing, nonfiction, poetry).</p>	<p><u>Suggested Assessments</u> Design a simple system for collecting information throughout each term, such as a clipboard checklist or flip chart; Record what you have taught in individual conferences, what you must teach soon, and what the student can do independently; Use the writing folder as a primary assessment tool; Writing during a particular unit should be accumulated; At the end of the unit, some of the work can be sent home, but some is selected for the student’s portfolio.</p>

Anchor Standards for Writing

TEXT TYPES AND PURPOSES	
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
PRODUCTION AND DISTRIBUTION OF WRITING	
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
RANGE OF WRITING	
NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.1 Speaking & Listening	
<ul style="list-style-type: none"> <input type="checkbox"/> Participate in collaborative conversations about grade appropriate topics and texts (SL.1.1) <input type="checkbox"/> Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2.) <input type="checkbox"/> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3.) <input type="checkbox"/> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4.) <input type="checkbox"/> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5.) <input type="checkbox"/> Produce complete sentences when appropriate to task and situation. (SL.1.6.) 	
<p><u>Essential Questions</u></p> <p>How do we speak so others will listen and understand us? How can we listen and understand a message?</p>	<p><u>Enduring Understandings</u></p> <p>Speakers use the right elements and format to fit their purpose and audience; Good listeners focus to make sense of the message they hear so they can respond appropriately.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Provide a wide variety of opportunities for speaking and oral language development: role-playing, circle/meeting times, author’s chair, dramatizations, puppetry, flannel/magnetic board stories, poetry/singing activities; Model proper speaking behaviors; Extend or recast student speech to encourage elaboration or emphasize correct usage. Listen to recordings of quality literature and discuss story elements. You can also read a short story without showing illustrations; Have students listen to follow directions and create a simple craft/product; Play listening games that ask students to match sounds (shaking objects in closed containers), identify missing sounds in a sequence, or identify rhyming words.</p>	<p><u>Suggested Assessments</u></p> <p>Listen carefully while conversing with students, noting any speech delays; Listen carefully to student interactions, noting any speech difficulties or lack of social conventions. Read aloud a short story and ask questions about the main characters or events; Evaluate how well the student has followed directions to create the end product; Note student’s performance during listening games.</p>

Anchor Standards for Speaking and Listening

COMPREHENSION AND COLLABORATION	
NJSLSA.W1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.W2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.W3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
PRESENTATION OF KNOWLEDGE AND IDEAS	
NJSLSA.W4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.W6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

L.1 Language	
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.1.1) <input type="checkbox"/> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.1.2) <input type="checkbox"/> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content. (L.1.4) <input type="checkbox"/> With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.. (L.1.5) <input type="checkbox"/> Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.1.6) 	
<u>Essential Questions</u>	<u>Enduring Understandings</u>
Why do we follow rules of language? Why do readers need to pay attention to the words the author uses?	The rules of our language help readers understand what the author is saying; Words powerfully affect meaning.
<u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)	<u>Suggested Assessments</u>
Use interactive and shared writing activities to demonstrate how to stretch sounds to spell words, space appropriately, and use correct directionality; Use the alphabet center to have students spell their names using a variety of materials. Enjoy a variety of read alouds with discussions about new words, connecting them to familiar words/concepts. Use word sorts that allow students to categorize by concept or theme; Celebrate words and encourage students to use new vocabulary in daily activities; Build word charts by theme or concept after repeated, meaningful encounters.	Use students’ writing folders to assess use of conventions. Assess how the student sorts words, along with reasoning for putting words together; Give students a new vocabulary word and ask them to create a sentence using that word orally; Observe how elaborately and correctly the student can do so.

Anchor Standards for Language

CONVENTIONS OF STANDARD ENGLISH	
NJSLSA.W1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.W2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
KNOWLEDGE OF LANGUAGE	
NJSLSA.W3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
VOCABULARY ACQUISITION AND USE	
NJSLSA.W4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.W5	Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.W6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.