

Grade 1 Foundations

Unit Title: Unit 1 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Speaking and Listening

- **SL.PE.1.1.-** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.a.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.b.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.c.** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.ES.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.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS ELA Foundational Skills: Writing Language

- **L.KI.1.1** - With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.1.1.** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Name sounds of primary consonants and short vowels
- Name and write corresponding letter(s) when given sounds for consonants and short vowels
- Print all lower-case letters

Essential/Guiding Question:

- How are sounds represented by letters?
- How do I form lower-case letters?
- What are the letters of the alphabet?
- What are vowels and consonants?
- How do I rhyme words?

Content:

- **Big Idea:** Reinforces the basic skills that were learned in Kindergarten and progresses further into the study of word structure.
- **Learning Activity Overview:**
 1. **Alphabetical Order** – Students match the corresponding Letter Tile to the letter squares on their Letter Board. Students then practice naming the letters in alphabetical order. This activity helps students develop alphabetic knowledge, automatic letter naming, and alphabetical order.
 2. **Drill Sounds/Warm-up** – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword,

Skills(Objectives):

- Letter-Keyword sounds for consonants
- Letter-Keyword sounds for short vowels
- Letter Formation for lower-case letters a to z
- Alphabetical Order
- Sound recognition for consonants and short vowels

Grade 1 Foundations

<p>and sound when the sound is presented without modeling.</p> <ol style="list-style-type: none"> 3. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 4. Echo/Letter Formation – Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence. 5. Letter-Keyword-Sound – This activity introduces students to the letter name and sound association with the help of a “keyword” picture. 6. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity. 7. Sky Write/Letter Formation – Students use gross-memory to learn letter formation following the teacher’s verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, its visual representation, and the kinesthetic memory of the letter formation. 	
--	--

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Student Notebook • Direct Observation of Daily Work: <ul style="list-style-type: none"> o Letter-Keyword-Sounds o Letter Formation o Sound Recognition o Story Retelling • Handwriting • Letter Sound Correspondence 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Assessment of Student Mastery <ul style="list-style-type: none"> o Unit Tests
--	--

Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Orientation Day 1 in Foundations</p> <p>Teach How to Echo – Introduce Echo the Owl, Baby Echo, and the concept of ‘echoing’. T64</p> <p>Teach the Large Writing Grid – Teach the names of the lines on the Large Writing Grid, echoing, and the physical procedure for using the grid. T64</p> <p>Teach How to Follow Verbalizations –</p>	<p><u>Resources:</u></p> <p>Orientation Day 1 in Foundations</p> <ul style="list-style-type: none"> • Echo the Owl • Baby Echo <ul style="list-style-type: none"> • Large Writing Grid <ul style="list-style-type: none"> • Large Writing Grid
---	--

Grade 1 Foundations

Demonstrate verbalizations for using the Large Writing Grid, echoing, and the physical procedure for using the grid. T65

Teach Pencil Grip and Tracing –

Teach students how to hold markers, sit for writing, and trace a line. T65

Week 1, Day 1 in Foundations

Letter-Keyword-Sound –

Arrange standard sound cards on chart as displayed on page T67.

- **Large Sound Cards**
Teach the letter-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo. (*t, b, f*) T70

Sky Write/Letter Formation -

- **Review Letter Formation**
Use the verbalization to direct students to sky write.
- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (*t, b, f*) T70

Echo/Letter Formation –

Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*t, b, f*) T71

Student Notebook –

Direct students to find the letter. Discuss letter. Students color the keyword picture. (*t, b, f*) T71

Week 1, Day 2 in Foundations

Letter-Keyword-Sound –

- **Large Sound Cards**
Teach the letter-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo. (*n, m*) T72

Sky Write/Letter Formation –

- **Review Letter Formation**
Use the verbalization to direct students to sky write.
- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (*n, m*) T72

- Letter Formation Guide

- Dry Erase Boards, Markers, and Erasers
- 1-2-3 Right/Let's Write Picture
- Pencil Grip Pictures

Week 1, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

- Student Notebook
- Letter Formation Guides

Week 1, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

Grade 1 Foundations

Echo/Letter Formation –

Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. *(n,m)* T73

Student Notebook –

Direct students to find the letter. Discuss letter. Students color the keyword picture. *(n,m)* T73

Week 1, Day 3 in Foundations

Letter-Keyword-Sound –

- **Large Sound Cards**
Teach the letter-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. *(i,u)* T74

Sky Write/Letter Formation -

- **Review Letter Formation**
Use the verbalization to direct students to sky write.
- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. *(i,u)* T75

Echo/Letter Formation –

Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. *(i,u)* T75

Student Notebook –

Direct students to find the letter. Discuss letter. Students color the keyword picture. *(i,u)* T75

Week 1, Day 4 in Foundations

Letter-Keyword-Sound –

- **Large Sound Cards**
Teach the letter-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. *(i,u)* T76

Sky Write/Letter Formation -

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

- Student Notebook
- Letter Formation Guides

Week 1, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

- Student Notebook
- Letter Formation Guides

Week 1, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

Grade 1 Foundations

- **Review Letter Formation**
Use the verbalization to direct students to sky write.
- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (*i,u*) T76

Echo/Letter Formation –

Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*i,u*) T77

Student Notebook –

Direct students to find the letter. Discuss letter. Students color the keyword picture. (*i,u*) T77

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (*c,o*) T78

Make It Fun –

Whisper letter into student's ear. Student forms the letter with their finger on the Large Writing Grid, other students try to guess the letter. All students say letter-keyword-sound. T78

Alphabetical Order –

Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T79

Echo/Find Letters –

With Letter Tiles already matched to letter squares, say a sound, students echo and point to the letters on their Magnetic Boards. Students name the letter and find the Standard Sound Card. (*vowels, 3-5 consonants*) T79

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

- Student Notebook
- Letter Formation Guides

Week 1, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Large Writing Grid

- Letter Boards
- Magnetic Letter Tiles

- Letter Boards
- Magnetic Letter Tiles
- Standard Sound Cards

Grade 1 Foundations

Week 2, Day 1 in Foundations

Letter-Keyword-Sound –

- **Large Sound Cards**
Teach the letter-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (a,g) T80

Sky Write/Letter Formation –

- **Review Letter Formation**
Use the verbalization to direct students to sky write.
- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (a,g) T80

Echo/Letter Formation –

Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (a,g) T81

Student Notebook –

Direct students to find the letter. Discuss letter. Students color the keyword picture. (a,g) T81

Week 2, Day 2 in Foundations

Letter-Keyword-Sound –

- **Large Sound Cards**
Teach the letter-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (d,s) T82

Sky Write/Letter Formation –

- **Review Letter Formation**
Use the verbalization to direct students to sky write.
- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (d,s) T82

Echo/Letter Formation –

Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on

Week 2, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

- Student Notebook
- Letter Formation Guides

Week 2, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Grade 1 Foundations

Dry Erase Writing Tablets while echoing correct verbalization. (d,s) T83

Student Notebook –

Direct students to find the letter. Discuss letter. Students color the keyword picture. (d,s) T83

Week 2, Day 3 in Foundations

Letter-Keyword-Sound –

- **Large Sound Cards**
Teach the letter-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (e,r) T84

Sky Write/Letter Formation –

- **Review Letter Formation**
Use the verbalization to direct students to sky write.
- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (e,r) T85

Echo/Letter Formation –

Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (e,r) T85

Student Notebook –

Direct students to find the letter. Discuss letter. Students color the keyword picture. (e,r) T85

Week 2, Day 4 in Foundations

Letter-Keyword-Sound –

- **Large Sound Cards**
Teach the letter-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (p,j) T86

Sky Write/Letter Formation –

- **Review Letter Formation**
Use the verbalization to direct students to sky write.
- **Teach Letter Formation**

- Student Notebook
- Letter Formation Guides

Week 2, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

- Student Notebook
- Letter Formation Guides

Week 2, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

Grade 1 Foundations

Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (p,j) T86

Echo/Letter Formation –

Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (p,j) T87

Student Notebook –

Direct students to find the letter. Discuss letter. Students color the keyword picture. (p,j) T87

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

- Student Notebook
- Letter Formation Guides

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. T88

Make It Fun –

Students alternately hold up Standard Sound Cards to review letter-keyword-sound, verbalization of letter formation, and sky writing. (*introduced letters*) T88

Alphabetical Order –

Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T89

Echo/Find Letters –

With Letter Tiles already matched to letter squares, say a sound, students echo and point to the letters on their Magnetic Boards. Students name the letter and find the Standard Sound Card. (*vowels, 3-5 consonants*) T89

Week 2, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Large Writing Grid
- Echo

- Letter Boards
- Magnetic Letter Tiles

- Letter Boards
- Magnetic Letter Tiles
- Standard Sound Cards

Week 3, Day 1 in Foundations

Letter-Keyword-Sound –

- **Large Sound Cards**
Teach the letter-sound, students echo.
- **Standard Sound Cards**

Week 3, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster

Grade 1 Foundations

<p>Review letter-keyword-sound, students echo.</p> <ul style="list-style-type: none"> ● Vowel Extension Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (<i>l,h,k</i>) T90 <p>Sky Write/Letter Formation –</p> <ul style="list-style-type: none"> ● Review Letter Formation Use the verbalization to direct students to sky write. ● Teach Letter Formation Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (<i>l,h,k</i>) T90 <p>Echo/Letter Formation – Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (<i>l,h,k</i>) T91</p> <p>Student Notebook – Direct students to find the letter. Discuss letter. Students color the keyword picture. (<i>l,h,k</i>) T91</p>	<ul style="list-style-type: none"> ● Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson ● Large Writing Grid ● Letter Formation Guides ● Dry Erase Writing Tablets, Markers, Erasers ● Letter Formation Guides ● Large Writing Grid ● Student Notebook ● Letter Formation Guides
<p><u>Week 3, Day 2 in Foundations</u></p> <p>Letter-Keyword-Sound –</p> <ul style="list-style-type: none"> ● Large Sound Cards Teach the letter-sound, students echo. ● Standard Sound Cards Review letter-keyword-sound, students echo. ● Vowel Extension Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (<i>v,w</i>) T92 <p>Sky Write/Letter Formation –</p> <ul style="list-style-type: none"> ● Review Letter Formation Use the verbalization to direct students to sky write. ● Teach Letter Formation Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (<i>v,w</i>) T92 <p>Echo/Letter Formation – Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (<i>v,w</i>) T93</p> <p>Student Notebook – Direct students to find the letter. Discuss letter. Students color the keyword picture. (<i>v,w</i>) T93</p>	<p><u>Week 3, Day 2 in Foundations</u></p> <ul style="list-style-type: none"> ● Large Sound Cards ● Standard Sound Cards ● Vowel Extension Poster ● Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson ● Large Writing Grid ● Letter Formation Guides ● Dry Erase Writing Tablets, Markers, Erasers ● Letter Formation Guides ● Large Writing Grid ● Student Notebook ● Letter Formation Guides

Grade 1 Foundations

Week 3, Day 3 in Foundations

Letter-Keyword-Sound –

- **Large Sound Cards**
Teach the letter-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (y,x) T94

Sky Write/Letter Formation –

- **Review Letter Formation**
Use the verbalization to direct students to sky write.
- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (y,x) T94

Echo/Letter Formation –

Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (y,x) T95

Student Notebook –

Direct students to find the letter. Discuss letter. Students color the keyword picture. (y,x) T95

Week 3, Day 4 in Foundations

Letter-Keyword-Sound –

- **Large Sound Cards**
Teach the letter-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (z,qu) T96

Sky Write/Letter Formation –

- **Review Letter Formation**
Use the verbalization to direct students to sky write.
- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (z,qu) T96

Echo/Letter Formation –

Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on

Week 3, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson
- Large Writing Grid
- Letter Formation Guides
- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Student Notebook
- Letter Formation Guides

Week 3, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson
- Large Writing Grid
- Letter Formation Guides
- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Grade 1 Foundations

Dry Erase Writing Tablets while echoing correct verbalization. (*z,qu*) T97

Student Notebook –

Direct students to find the letter. Discuss letter. Students color the keyword picture. (*z,qu*) T97

Week 3, Day 5 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. T98

Make It Fun –

With eyes closed, student points to letter. Open eyes, ask student questions about letter, including words that start with the letter. Other students pick rhyming words for an original word made from the letter. T98

Alphabetical Order –

Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T99

Echo/Find Letters –

With Letter Tiles already matched to letter squares, say a sound, students echo and point to the letters on their Magnetic Boards. Students name the letter and find the Standard Sound Card. (*vowels, 3-5 consonants*) T99

Unit 1

- **Unit Test**
Have students find the Unit Test pages located at the end of their Composition Books.
- **Students Write Lower Case Letters**
Students to write lower case letters in sequence, and in four quadrants (*a-f, g-l, m-s, t-z*)
- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually. T99

If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.

- Student Notebook
- Letter Formation Guides

Week 3, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Baby Echo

- Letter Boards
- Magnetic Letter Tiles

- Letter Boards
- Magnetic Letter Tiles
- Standard Sound Cards

Unit 1

- Composition Book
- Unit Test Tracker (PLC)

Grade 1 Foundations

Track scores with the Unit Test Tracker (PLC).			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? How is it used?	Ask challenging questions (e.g., what do you know about that sound? How is it used?	Remind students to use resources	Remind students to use resources
Alphabetize tiles on the blank side of Letter Board.	Alphabetize tiles on the blank side of Letter Board.	Pair with a more proficient student	Pair with a more proficient student
During dictation, students write word more than once, focusing on letter formation	During dictation, students write word more than once, focusing on letter formation	Assist by helping students tap or tapping fingers on table	Assist by helping students tap or tapping fingers on table
Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.	Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.	When reciting alphabet, help students point to each letter	When reciting alphabet, help students point to each letter
Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.	Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.	Use Unit Resources to make additional word practice	Use Unit Resources to make additional word practice
		Provide extra practice with gross motor letter formation	Provide extra practice with gross motor letter formation
		Make flashcards to practice automatic reading of trick words	Make flashcards to practice automatic reading of trick words
		Use additional decoding cues for trouble spots	Use additional decoding cues for trouble spots
		Double-dose lesson during WIN period (if meets eligibility criteria)	Double-dose lesson during WIN period (if meets eligibility criteria)

Unit Title: Unit 2 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** – Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.

NJSLS ELA Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Grade 1 Foundations

- **L.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.
- **L.RF.1.2.b.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.c.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.d.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.b.** - Decode regularly spelled one-syllable words
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.a** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.b.** - Read grade-level text orally with accuracy, appropriate rate, and expression

NJSLS ELA Speaking and Listening

- **SL.PE.1.1.-** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.a.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.b.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.c.** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.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.PI.1.4.-** Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS ELA Foundational Skills: Writing Language

- **L.KI.1.1** - With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.1.1.** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes)
- Name sounds of primary consonants and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants and short vowels
- Spell untaught words phonetically drawing on phoneme awareness and spelling conventions
- Read and spell high-frequency words, including irregular words (trick words)
- Apply correct punctuation (period, question mark, exclamation point)
- Apply capitalization rules for beginning of sentences and names of people
- Retell key details of a fictional story and demonstrate understanding

Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me read words I do not know?
- How do words make a sentence?
- How do I know how to phrase my words when reading?
- How will practice help us read and spell better?

Grade 1 Foundations

Content:

- **Big Idea:** Review CVC words, sentence structure, and trick words.
- **Learning Activity Overview:**
 1. **Alphabetical Order** – Students match the corresponding Letter Tile to the letter squares on their Letter Board. Students then practice naming the letters in alphabetical order. This activity helps students develop alphabetic knowledge, automatic letter naming, and alphabetical order.
 2. **Dictation/Sentences** – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance.
 3. **Dictation Sounds** – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 4. **Dictation/Trick Words** – Students practice the spelling of high-frequency words.
 5. **Dictation/Words (Single Syllable Words)** – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 6. **Drill Sounds/Warm-up** – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling.
 7. **Echo/Find Letters** – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
 8. **Echo/Find Words (Single Syllable Words)** – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.
 9. **Echo/Letter Formation** – Students develop correct pencil grip and letter formation procedures with

Skills(Objectives):

- Phonemic Awareness Skills – sound manipulation (initial, final, medial)
- Blending and reading three-sound short vowel words
- Segmenting and spelling three-sound short vowel words
- Sentence dictation procedures: capitalization, punctuation (periods), and proofreading procedures
- Story retelling in detail and sequence
- High frequency trick words: **the, a, and, is, his, of**
- Sample words: **map, lit, job, fix, quit**

Grade 1 Foundations

<p>guidance. This activity also reinforces sound-symbol correspondence.</p> <p>10. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.</p> <p>11. Teach Trick Words: Reading – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.</p> <p>12. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory.</p> <p>13. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.</p> <p>14. Word Play – Activities teach or reinforce the development of decoding and spelling skills.</p> <p>15. Word Talk – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.</p>	
---	--

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Student Notebook ● Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation ○ Sound Recognition ○ Story Retelling ● Handwriting ● Letter Sound Correspondence 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Assessment of Student Mastery <ul style="list-style-type: none"> ○ Unit Tests
--	--

Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Week 1, Day 1 in Foundations</u> Drill Sounds/Warm Up – Arrange standard sound cards on chart as displayed on page T103.</p> <ul style="list-style-type: none"> ● Large Sound Cards Practice challenging sounds with the Large Sound Cards. ● Standard Sound Cards Point to letter card, say letter-keyword-sound, students echo. Vowels and 4-5 consonants. ● Vowel Extension 	<p><u>Resources:</u></p> <p><u>Week 1, Day 1 in Foundations</u></p> <ul style="list-style-type: none"> ● Large Sound Cards ● Standard Sound Cards ● Vowel Extension Poster ● Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson
--	--

Grade 1 Foundations

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. T106

Introduce New Concepts –

• Teach Tapping to Read Words

Teach students how to lend words with three sounds. Use Standard Sound Cards to make words, students tap and blend sounds. (*mat*) T106-107

Alphabetical Order –

Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T107

Echo/Find Letters –

With Letter Tiles already matched to letter squares, say a sound, students echo and point to the letters on their Magnetic Boards. Students name the letter and find the Standard Sound Card. (*vowels, 3-5 consonants*) T107

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T108

Introduce New Concepts –

- **Reteach Tapping to Read Words**
Use Standard Sound Cards to make words, students tap and blend sounds.
- **Teach Tapping to Spell**
Tap sounds, select Standard Sound Cards that match the sound to form the word. T108-109

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. T109

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**

- Standard Sound Cards
- Word Resource

- Letter Boards
- Magnetic Letter Tiles

- Letter Boards
- Magnetic Letter Tiles
- Standard Sound Cards

Week 1, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word Resource List

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 1, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards

Grade 1 Foundations

<p>Challenging sounds.</p> <ul style="list-style-type: none"> ● Standard Sound Cards Vowels and 4-5 consonants. ● Vowel Extension All vowels. T110 <p>Make It Fun – With eyes closed, student points to letter. Open eyes, ask student questions about letter, including words that start with the letter. Other students pick rhyming words for an original word made from the letter. T110</p> <p>Introduce New Concepts –</p> <ul style="list-style-type: none"> ● Reteach Tapping to Read Words Use Standard Sound Cards to make 4-5 Unit Words, students tap and blend sounds independently. ● Reteach Tapping to Spell Tap sounds, select Standard Sound Cards that match the sound to form the word. T111 <p>Teach Word Dictation – Dictate word, students echo and tap. Tap again, naming letters. Student writes the word on the Large Writing Grid, other students write word on Dry Erase Writing Tablets. Tap again and check for spelling. (4-5 words) T111</p> <p><u>Week 1, Day 4 in Foundations</u> Drill Sounds/Warm Up – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Large Sound Cards Challenging sounds. ● Standard Sound Cards Vowels and 4-5 consonants. ● Vowel Extension All vowels. T112 <p>Word Play –</p> <ul style="list-style-type: none"> ● Make Words for Decoding Use Standard Sound Cards to make Unit words. Tap sounds, students tap, blend sounds, drag finger under cards while blending to read the word. T112 <p>Echo/Letter Formation – Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. T113</p> <p>Dictation Dry Erase –</p> <ul style="list-style-type: none"> ● Unit Sounds Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds. ● Unit Words 	<ul style="list-style-type: none"> ● Vowel Extension Poster ● Echo and/or Baby Echo o used throughout lesson <ul style="list-style-type: none"> ● Standard Sound Cards ● Baby Echo <ul style="list-style-type: none"> ● Standard Sound Cards ● Word Resource List <ul style="list-style-type: none"> ● Large Writing Grid ● Dry Erase Writing Tablets, Markers, Erasers ● Word Resource List <p><u>Week 1, Day 4 in Foundations</u></p> <ul style="list-style-type: none"> ● Large Sound Cards ● Standard Sound Cards ● Vowel Extension Poster ● Echo and/or Baby Echo o used throughout lesson <ul style="list-style-type: none"> ● Standard Sound Cards ● Word Resource List <ul style="list-style-type: none"> ● Dry Erase Writing Tablets, Markers, Erasers ● Letter Formation Guides ● Large Writing Grid <ul style="list-style-type: none"> ● Word Resource List ● Unit Resource List of Echo Sounds ● Large Writing Grid ● Dry Erase Writing Tablets, Markers, Erasers
---	--

Grade 1 Foundations

Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T113

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T114

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit words. Tap sounds, students tap, blend sounds, drag finger under cards while blending to read the word. T114

Introduce New Concepts –

- **Word Awareness**
Teach that sentences are made up of words. Write words on Sentence Frames, add punctuation mark at the end. T115

Echo/Letter Formation –

Reinforce correct pencil grip. Say sound, one student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. T115

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T116

Word Play

- **Review Tapping to Read Words –**
Form words, changing final or initial consonants and vowels. Tap and blend words. T116

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo.

Week 1, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Word Resource List

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 2, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

Circle trick words, discuss why they are 'tricky', show the Trick Word Flashcards, say letter, students echo.

- **Spelling**

Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Use finger to write word on desk, write word in Student Notebook. (*the, a, and*) T117

Echo/Find Letters and Words –

- **Echo/Find Letters**

Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)

- **Echo/Find Words**

Dictate word, students tap and find Letter Tiles needed to make the word. T117

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**

Challenging sounds.

- **Standard Sound Cards**

Vowels and 4-5 consonants.

- **Vowel Extension**

All vowels. T118

Word of the Day –

Build Word of the Day, discuss meaning, and tap. Use Standard Sound Cards to make several Unit words. Show Word of the Day card, students use it in a sentence. Write sentence, scoop, and read. Add Word of the Day to the Vocabulary section of the Student Notebook, add the card to the Word of the Day Card practice pack. T118

Introduce New Concepts –

- **Teach Sentence Dictation**

Say sentence, students echo. Place a blank Sentence Frame for each word, circle frame for trick words, write sentence. Discuss capitalization and punctuation, scoop and read sentence. Tap to proofread (trick words cannot be tapped), students write sentence on Dry Erase Boards. Have student place Sentence Frames and repeat procedure. T119

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**

Challenging sounds.

- **Standard Sound Cards**

Vowels and 4-5 consonants.

- **Vowel Extension**

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 2, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Word of the Day Cards
- Standard Sound Cards
- Word Resource List
- Student Notebook

- Sentence Frames
- Dry Erase Writing Tablets, Markers, Erasers
- Student Notebooks
- Sentence Resource List

Week 2, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

Grade 1 Foundations

All vowels. T120

Teach Trick Words – Reading

Dictate sentence, students echo. Student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are ‘tricky’, show the Trick Word Flashcards, say letter, students echo. (*is, his, of*) T120-121

Teach Trick Words – Spelling

Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Use finger to write word on desk, write word in Student Notebook. (*the, a, and*) T121

Dictation Dry Erase –

- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets.
- **Sentence**
Say sentence, students echo. Student places a blank Sentence Frame for each word, circle frame for trick words, write sentence. Proofread, students write sentence on Dry Erase Boards. T121

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T122

Word of the Day –

Build Word of the Day, discuss meaning, and tap. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. T122

Make It Fun –

- **Kid Spelling**
Distribute Standard Sound Cards to students. Dictate a word, have the students with the letters in the words come to the front to make the word. T123

Dictation (Composition Book) –

- **Unit Sounds**
Dictate sound, students echo and name letter(s), then write letter(s) in composition book.
- **Unit Words**
Dictate word, students echo, tap sounds, spell orally, and write word.

- Sentence Frames
- Trick Word Flashcards

- Large Writing Grid
- Student Notebook

- Word Resource List
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Sentence Resource List

Week 2, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

- Word of the Day Cards
- Standard Sound Cards
- Word Resource List
- Student Notebook

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Unit Resource Lists
- Composition Book

Grade 1 Foundations

- **Trick Words**
Dictate word, students write word on desk, write word.
- **Sentence**
Dictate sentence with phrasing, students echo, complete learning activity procedures, then students write word. T123

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T124

Word Talk –

Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards.
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T124

Unit 2

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Dictate Sentences**
Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T125

If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.

Track scores with the Unit Test Tracker (PLC).

Week 2, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Unit 2

- Composition Book
- Unit Test Tracker (PLC)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Grade 1 Foundations

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what do you know about that sound? How is it used?)</p> <p>Alphabetize tiles on the blank side of Letter Board.</p> <p>During dictation, students write word more than once, focusing on letter formation</p> <p>Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.</p> <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>Ask challenging questions (e.g., what do you know about that sound? How is it used?)</p> <p>Alphabetize tiles on the blank side of Letter Board.</p> <p>During dictation, students write word more than once, focusing on letter formation</p> <p>Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.</p> <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence</p>	<p>Remind students to use resources</p> <p>Pair with a more proficient student</p> <p>Assist by helping students tap or tapping fingers on table</p> <p>When reciting alphabet, help students point to each letter</p> <p>Use Unit Resources to make additional word practice</p> <p>Provide extra practice with gross motor letter formation</p> <p>Make flashcards to practice automatic reading of trick words</p> <p>Use additional decoding cues for trouble spots</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>Remind students to use resources</p> <p>Pair with a more proficient student</p> <p>Assist by helping students tap or tapping fingers on table</p> <p>When reciting alphabet, help students point to each letter</p> <p>Use Unit Resources to make additional word practice</p> <p>Provide extra practice with gross motor letter formation</p> <p>Make flashcards to practice automatic reading of trick words</p> <p>Use additional decoding cues for trouble spots</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>

Unit Title: Unit 3 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** – Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

NJSLS ELA Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Grade 1 Foundations

- **L.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.
- **L.RF.1.2.b.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.c.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.d.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.a.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.b.** - Decode regularly spelled one-syllable words
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.a** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.b.** - Read grade-level text orally with accuracy, appropriate rate, and expression

NJSLS ELA Speaking and Listening

- **SL.PE.1.1.-** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.a.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.b.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.c.** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.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.PI.1.4.-** Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS ELA Foundational Skills: Writing Language

- **L.KI.1.1** - With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.1.1.** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes)
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

Essential/Guiding Question:

- What do good readers do when they come to a word they don't know?
- How will practice help us read and spell better?
- How do good readers sound?
- How do I know how to phrase my words when reading?
- How do we make sure we understand what we read?

Grade 1 Foundations

<ul style="list-style-type: none"> • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions • Identify word structures such as digraphs • Read and spell CVC, CCVC, CVCC, CCVCC words • Apply correct punctuation (question mark) • Apply capitalization rules for beginning of sentences and names of people • Explain narrative story structure including character, setting, and main ideas • Use illustrations and/or details in a story to describe its characters, setting, and events • Read controlled stories with fluency, expression, and understanding 	
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Big Idea: Review digraphs, introduce character, setting, and main events in narrative text. • Learning Activity Overview: <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Single Syllable Words) – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 7. Echo/Find Words (Single Syllable Words) – Students must segment sounds and identify the 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Phoneme Segmentation • Concept of consonant digraph, keywords, and sounds: wh, ch, sh, th, ck • Spelling of ck at end of words • Punctuation (question mark) • Narrative story form: character, setting, main events • Reading with accuracy and prosody • Retelling with picture notes and visualization • High frequency trick words: as, has, to, into, we, he, she, be, mix, for, or • Sample words: wish, chop, sock

Grade 1 Foundations

<p>letter(s) that go with each segmented sound. The segmenting is done with finger tapping.</p> <p>8. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.</p> <p>9. Storytime – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>10. Teach Trick Words: Reading – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.</p> <p>11. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory.</p> <p>12. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.</p> <p>13. Word Play – Activities teach or reinforce the development of decoding and spelling skills.</p> <p>14. Word Talk – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.</p>	
---	--

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Student Notebook ● Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation ○ Sound Recognition ○ Story Retelling ● Handwriting ● Letter Sound Correspondence 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Assessment of Student Mastery <ul style="list-style-type: none"> ○ Unit Tests
---	---

Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <p><u>Week 1, Day 1 in Foundations</u></p>	<p>Resources:</p> <p><u>Week 1, Day 1 in Foundations</u></p>
---	---

Grade 1 Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T129.

- **Large Sound Cards**
Practice challenging sounds with the Large Sound Cards.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. Vowels and 4-5 consonants.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. T132

Introduce New Concepts –

- **Teach Digraphs**
Explain that these consonants ‘stick together’ to form one sound. Teach with Large and Standard Sound Cards. Since digraphs form one sound, they are tapped with one finger.
- **Teach How to Mark Words**
Digraphs in a word are identified by underlining them.
- **Student Notebook Entry**
Students color keyword pictures on the digraph page of their Student Notebooks. T132-133

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*as, has*) T 133

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T134

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit words. Tap sounds, students tap, blend sounds, drag finger under cards while blending to read the word. T134

Introduce New Concepts –

- **Teach Spelling**

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Large Sound Cards
- Word Resource List
- Student Notebook

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Week 1, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word Resource List

- Standard Sound Cards

Grade 1 Foundations

- **Echo/Find Letters**

Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board. (*digraphs*)

- **Echo/Find Words**

Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (3-5 words) T135

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T135

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T136

Word of the Day –

Build Word of the Day, discuss meaning, tap. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. T136

Make It Fun –

- **Digraph Detectives**
Write 10-15 words, with and without digraphs, on board. Instruct students to find all the digraphs and underline them. T137

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*to, into*) T137

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.

- Magnetic Letter Boards
- Letter Tiles
- Word Resource List

- Sentence Frames
- Unit Resource Lists
- Dry Erase Writing Tablets, Markers, Erasers

Week 1, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

- Word of the Day Cards
- Standard Sound Cards
- Word Resource List
- Student Notebook
- Word Resource List (current and review)

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Week 1, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster

Grade 1 Foundations

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T138

Word of the Day –

Build Word of the Day, discuss meaning, and tap. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. T138

- **Echo/Find Letters**
Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board. (*digraphs*)
- **Echo/Find Words**
Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (3-5 words) T139

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T139

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T140

Word Talk –

Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards.
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T140

Storytime –

- **Cod Fish**
Students read scooped story silently, discuss title and make predictions.

- Echo and/or Baby Echo
o used throughout lesson

- Word of the Day Cards
- Standard Sound Cards
- Word Resource List
- Student Notebook

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Word Resource List

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for graph

Grade 1 Foundations

- **Read the Story**
Read story one sentence at a time, pausing to tap and scoop. Read together chorally, complete column chart using 'picture notes'. Ask questions, students retell story events.
- **Mark Words**
Mark words for capitalization and digraphs. T141

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T142

Word Play –

- **Make Nonsense Words**
Guide students to blend sounds together to make nonsense words. Make 8-10 nonsense words, have students tap and read them. T142

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*we, he, she, be, me*) T142-143

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T143

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T144

Week 2, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Dry Erase Writing Tablet

Week 2, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

Grade 1 Foundations

Word of the Day –

Build Word of the Day, discuss meaning, tap. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. T144

Introduce New Concepts –

- **What Says /k/?**
Explain when to use **c** or **k** to make the /k/ sound. T145
- **Echo/Find Letters**
Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board.
- **Echo/Find Words**
Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (3-5 words) T145

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T146

Make It Fun –

- **Digraph Detectives**
Write 10-15 words, with and without digraphs, on board. Instruct students to find all the digraphs and underline them. T146

Introduce New Concepts –

- **Review CK Spelling**
Review when to use **c** or **k** to make the /k/ sound.
- **Teach Sentence Dictation**
Do sentence dictation as a group, with a sentence containing a name, explain that names are capitalized. Complete following the Learning Activity procedures. T147

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T147

- Word of the Day Cards
- Standard Sound Cards
- Word Resource List
- Student Notebook

- Standard Sound Cards

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Word Resource List

Week 2, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

- Word Resource List (current and review)

- Standard Sound Cards
- Sentence Frames
- Sentence Resource List

- Sentence Frames
- Unit Resource Lists
- Composition Book

Grade 1 Foundations

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T148

Word Talk –

Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards.
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T148

Teach Trick Words –

- **Reading**
Complete following the Learning Activity procedures.
- **Spelling**
Complete following the Learning Activity procedures. (or, for) T149

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T149

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T150

Word of the Day –

Build Word of the Day, discuss meaning, and tap. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. T150

Week 2, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Dry Erase Writing Tablet

Week 2, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Standard Sound Cards
- Unit Word Resource List
- Student Notebook

Grade 1 Foundations

Storytime –

- **Cod Fish**
Students read scooped story silently, retell the story, referring to picture notes.
- **Make A Movie**
Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students describe their ‘movies’
- **Mark Words**
Mark current unit words. T151

Unit 3

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Students Do The Following to Above Words**
Underline all the digraphs
- **Dictate Sentences**
Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T151

If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.

Track scores with the Unit Test Tracker (PLC).

- Large Chart Paper or Phrased Story from PLC
- Graph From Week One
- Individual Copies of Phrased Story (Fluency Kit)
- Unit Word Resource List

Unit 3

- Composition Book
- Unit Test Tracker (PLC)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? How is it used?)	Ask challenging questions (e.g., what do you know about that sound? How is it used?)	Remind students to use resources	Remind students to use resources
Alphabetize tiles on the blank side of Letter Board.	Alphabetize tiles on the blank side of Letter Board.	Pair with a more proficient student	Pair with a more proficient student
During dictation, students write word more than once, focusing on letter formation	During dictation, students write word more than once, focusing on letter formation	Assist by helping students tap or tapping fingers on table	Assist by helping students tap or tapping fingers on table
Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.	Ask student to name a word that starts with, ends with, or contains the	When reciting alphabet, help students point to each letter	When reciting alphabet, help students point to each letter
		Use Unit Resources to make additional word practice	Use Unit Resources to make additional word practice

Grade 1 Foundations

Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.	dictated sound. Student uses word in a sentence. Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.	Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria)	Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria)
---	---	--	--

Unit Title: Unit 4 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** – Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

NJSLS ELA Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.b.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.c.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.d.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.a.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.b.** - Decode regularly spelled one-syllable words
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.a** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.b.** - Read grade-level text orally with accuracy, appropriate rate, and expression

NJSLS ELA Speaking and Listening

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

Grade 1 Foundations

- **SL.PE.1.1.a.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.b.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.c.** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.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.PI.1.4.** - Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS ELA Foundational Skills: Writing Language

- **L.KI.1.1** - With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.1.1.** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes)
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as digraphs
- Read and spell CVC, CCVC, CVCC, CCVCC words
- Apply correct punctuation (exclamation point, quotation marks)
- Apply capitalization rules for beginning of sentences and names of people
- Explain narrative story structure including character, setting, and main ideas
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- How do letter sounds help me read words I do not know?
- Why is it important to read with expression?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?
- How do we make sure we understand what we read?
- How will practice help us read and spell better?

Content:

- **Big Idea:** Teach bonus letter rule and introduce glued sounds.
- **Learning Activity Overview:**

Skills(Objectives):

- Bonus letter spelling rule: **ff**, **ll**, **ss**, and sometimes **zz**
- Glued sound: **all**

Grade 1 Foundations

- | | |
|--|---|
| <ol style="list-style-type: none">1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance.2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.3. Dictation/Trick Words – Students practice the spelling of high-frequency words.4. Dictation/Words (Single Syllable Words) – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling.6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.7. Echo/Find Words (Single Syllable Words) – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.8. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.9. Storytime – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.10. Teach Trick Words: Reading – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody. | <ul style="list-style-type: none">• Narrative story form: character, setting, main events• Reading with accuracy and prosody• High frequency trick words: you, your, I, they, was, one, said• Sample words: hill, puff, bill, miss, call |
|--|---|

Grade 1 Foundations

11. **Teach Trick Words: Spelling** – Students learn to spell high frequency words using gross motor memory.
12. **Word of the Day** – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.
13. **Word Play** – Activities teach or reinforce the development of decoding and spelling skills.
14. **Word Talk** – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Letter Formation
 - o Sound Recognition
 - o Story Retelling
- Handwriting
- Letter Sound Correspondence

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T155.

- **Large Sound Cards**
Practice challenging sounds with the Large Sound Cards.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. Vowels and 4-5 consonants.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. T158

Introduce New Concepts –

- **Teach Bonus Letters (ff, ll, ss, zz)**
Explain when bonus letters are used, and that the two letters make one sound.
- **Teach Students To Mark Words**
Explain that the bonus letter is marked with a star above the letter.

Resources:

Week 1, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Student Notebook
- Word of the Day Card Practice Pack

Grade 1 Foundations

- **Student Notebook Entry**

Students add word examples to the Bonus Letter Rule in the Spelling Rule section of their Student Notebooks. Add the word **miss** to the Word of the Day Card practice pack. T158-159

- **Echo/Find Letters –**

Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board.

- **Echo/Find Words**

Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (3-5 words) T159

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Word Resource List

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T160

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit words. Tap sounds, students tap, blend sounds, drag finger under cards while blending to read the word.
- **Read Sentences**
Write sentence on the board and scoop. Students read to themselves, then read chorally. (2-3 sentences) T160

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (you, your) T161

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T161

Week 1, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Unit Sentence Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Dry Erase Writing Tablet

Grade 1 Foundations

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T162

Word of the Day –

Build Word of the Day, discuss meaning, and tap. Reteach the bonus letter rule using the Word of the Day, student marks word. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. (*fill*) T162

Introduce New Concepts

- **Teach the Glued Sounds (*all*)**
Use Standard Sound Cards to spell out **all**, explain the change in vowel sound and introduce the green **all** card. Teach tapping and marking, practice with other **all** words. T163

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit and Review Words**
- **Trick Words**
- **Sentence** T163

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T164

Word Talk –

Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards.
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T164

Teach Trick Words –

- **Reading**

Week 1, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Word of the Day Cards
- Standard Sound Cards
- Word Resource List
- Student Notebook

- Standard Sound Cards

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Grade 1 Foundations

Dictate sentence, students echo. Complete following the Learning Activity procedures.

- **Spelling**

Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*I, they*) T165

Make It Fun –

- **Building Words**

Students think of a bonus letter word and make it with their Magnetic Letter Tiles, then with Standard Sound Cards. T165

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**

Challenging sounds.

- **Standard Sound Cards**

Vowels and 4-5 consonants.

- **Vowel Extension**

All vowels. T166

Storytime –

- **The Big Mess**

Students read scooped story silently, discuss title and make predictions.

- **Read the Story**

Read story one sentence at a time, pausing to tap and scoop. Read together chorally, complete column chart using 'picture notes'. Ask questions, students retell story events.

- **Mark Words**

Mark words for quotation and exclamation marks, capitalization, bonus letters and glued sounds. T166-167

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**

- **Unit Words**

- **Trick Words**

- **Sentence** T167

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**

Challenging sounds.

- **Standard Sound Cards**

Vowels and 4-5 consonants.

- **Vowel Extension**

- Sentence Frames

- Trick Word Flashcards

- Large Writing Grid

- Student Notebook

- Letter Boards

- Magnetic Letter Tiles

- Standard Sound Cards

Week 1, Day 5 in Foundations

- Large Sound Cards

- Standard Sound Cards

- Vowel Extension Poster

- Echo and/or Baby Echo

o used throughout lesson

- Large Chart Paper or Phrased Story from PLC

- Large Chart Paper for Graph

- Sentence Frames

- Unit Resource Lists

- Composition Books

Week 2, Day 1 in Foundations

- Large Sound Cards

- Standard Sound Cards

- Vowel Extension Poster

- Echo and/or Baby Echo

o used throughout lesson

Grade 1 Foundations

All vowels. T168

Introduce New Concepts –

- **Teach Spelling – Echo/Find Letters**
Say the sound /ôl/, and identify it with the green **all** card.
- **Echo/Find Words**
Dictate **all** words, practice tapping, and spelling. T168

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit and Words**
- **Trick Words**
- **Sentence** T169

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels. T170

Word of the Day –

Build Word of the Day, discuss meaning, and tap. Reteach the bonus letter rule using the Word of the Day, student marks word. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. T170

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*was, one*) T171

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T171

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**

- Standard Sound Cards
- Unit Word Resource List

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

- Word of the Day Cards
- Standard Sound Cards
- Word Resource List
- Student Notebook

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Dry Erase Writing Tablet

Week 2, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo

Grade 1 Foundations

<p>Vowels and 4-5 consonants.</p> <ul style="list-style-type: none"> ● Vowel Extension All vowels. T172 <p>Word of the Day – Build Word of the Day, discuss meaning, and tap. Reteach the bonus letter rule using the Word of the Day, student marks word. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. (<i>call</i>) T172</p> <ul style="list-style-type: none"> ● Echo/Find Letters – Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board. ● Echo/Find Words Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (<i>3-5 words</i>) T173 <p>Make It Fun –</p> <ul style="list-style-type: none"> ● Building Words Students see how many words they can build with bonus letters and welded sounds. After building words on Magnetic Letter Boards, write each word on paper. T173 <p><u>Week 2, Day 4 in Foundations</u> Drill Sounds/Warm Up – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Standard Sound Cards Vowels and 4-5 consonants. T174 <p>Word Talk – Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence.</p> <ul style="list-style-type: none"> ● Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards. ● Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T174 <p>Teach Trick Words –</p> <ul style="list-style-type: none"> ● Reading Dictate sentence, students echo. Complete following the Learning Activity procedures. ● Spelling Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). 	<p>o used throughout lesson</p> <ul style="list-style-type: none"> ● Word of the Day Cards ● Standard Sound Cards ● Word Resource List ● Student Notebook <ul style="list-style-type: none"> ● Standard Sound Cards ● Magnetic Letter Boards ● Letter Tiles ● Word Resource List <ul style="list-style-type: none"> ● Magnetic Letter Boards ● Letter Tiles ● Lined Paper <p><u>Week 2, Day 4 in Foundations</u></p> <ul style="list-style-type: none"> ● Standard Sound Cards ● Echo and/or Baby Echo o used throughout lesson <ul style="list-style-type: none"> ● Standard Sound Cards ● Word of the Day Cards ● Word Resource List <ul style="list-style-type: none"> ● Sentence Frames ● Trick Word Flashcards ● Large Writing Grid ● Student Notebook
--	--

Grade 1 Foundations

Complete following the Learning Activity procedures.
(said) T175

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T175

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Present the review and current Trick Word Flashcards and have students quickly read them. Trick words can be removed from the packet when mastered. T176

Storytime –

- **The Big Mess**
Students read scooped story silently, retell the story, referring to picture notes.
- **Make A Movie**
Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students describe their ‘movies’
- **Mark Words**
Mark current unit words. T176

Unit 4

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Students Do The Following to Above Words**
Underline all the digraphs
- **Dictate Sentences**
Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T177

- Sentence Frames
- Unit Resource Lists
- Dry Erase Writing Tablet

Week 2, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Chart Paper or Phrased Story from PLC
- Graph From Week One
- Individual Copies of Phrased Story (Fluency Kit)
- Unit Word Resource List

Unit 4

- Composition Book
- Unit Test Tracker (PLC)

Grade 1 Foundations

If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.			
Track scores with the Unit Test Tracker (PLC).			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? How is it used?	Ask challenging questions (e.g., what do you know about that sound? How is it used?	Remind students to use resources	Remind students to use resources
Alphabetize tiles on the blank side of Letter Board.	Alphabetize tiles on the blank side of Letter Board.	Pair with a more proficient student	Pair with a more proficient student
During dictation, students write word more than once, focusing on letter formation	During dictation, students write word more than once, focusing on letter formation	Assist by helping students tap or tapping fingers on table	Assist by helping students tap or tapping fingers on table
Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.	Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.	When reciting alphabet, help students point to each letter	When reciting alphabet, help students point to each letter
Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.	Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.	Use Unit Resources to make additional word practice	Use Unit Resources to make additional word practice
		Provide extra practice with gross motor letter formation	Provide extra practice with gross motor letter formation
		Make flashcards to practice automatic reading of trick words	Make flashcards to practice automatic reading of trick words
		Use additional decoding cues for trouble spots	Use additional decoding cues for trouble spots
		Double-dose lesson during WIN period (if meets eligibility criteria)	Double-dose lesson during WIN period (if meets eligibility criteria)

Unit Title: Unit 5 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** – Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

Grade 1 Foundations

NJSLS ELA Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.b.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.c.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.d.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.a.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.b.** - Decode regularly spelled one-syllable words
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.a** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.b.** - Read grade-level text orally with accuracy, appropriate rate, and expression

NJSLS ELA Speaking and Listening

- **SL.PE.1.1.**- Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.a.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.b.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.c.** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.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.PI.1.4.**- Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS ELA Foundational Skills: Writing Language

- **L.KI.1.1** - With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.1.1.** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes)
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels

Essential/Guiding Question:

- What do good readers do when they come to a word they don't know?
- How do letter patterns help me learn to read words I do not know?
- How will practice help us read and spell better?

Grade 1 Foundations

<ul style="list-style-type: none"> • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions • Identify word structures such as digraphs • Read and spell CVC, CCVC, CVCC, CCVCC words • Apply correct punctuation (question mark) • Apply capitalization rules for beginning of sentences and names of people • Explain narrative story structure including character, setting, and main ideas • Use illustrations and/or details in a story to describe its characters, setting, and events • Read controlled stories with fluency, expression, and understanding 	<ul style="list-style-type: none"> • How do I know how to phrase my words when reading? • How do we make sure we understand what we read?
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Big Idea: Introduce new glued sounds and nonsense words, review capitalization and punctuation. • Learning Activity Overview: <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Single Syllable Words) – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity. 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Glued sounds: am, an • Reading with accuracy and prosody • Proofreading • High frequency trick words: from, have, do, does • Sample words: ham, can, fan

Grade 1 Foundations

7. **Storytime** – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
8. **Teach Trick Words: Reading** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.
9. **Teach Trick Words: Spelling** – Students learn to spell high frequency words using gross motor memory.
10. **Word of the Day** – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.
11. **Word Play** – Activities teach or reinforce the development of decoding and spelling skills.
12. **Word Talk** – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Letter Formation
 - o Sound Recognition
 - o Story Retelling
- Handwriting
- Letter Sound Correspondence

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T181.

- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. Vowels and 4-5 consonants.
- **Trick Word Drill**

Resources:

Week 1, Day 1 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 1 Foundations

Present the review and current Trick Word Flashcards and have students quickly read them. Trick words can be removed from the packet when mastered. T184

Introduce New Concepts –

- **Teach the Glued Sounds (*am, an*)**
Use Standard Sound Cards to spell out *bam*, explain the change in vowel sound and introduce the green **am** card. Follow same procedure for **an**. Teach tapping and marking, practice with other **am, an** words. Students color keyword pictures for **am, an**, add ran to the vocab section of the Student Notebook. T184-185

Teach Spelling –

- **Echo/Find Letters**
Complete following the Learning Activity procedures.
- **Echo/Find Words**
Complete following the Learning Activity procedures. (**am, an** words) T185

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit and Review Words**
- **Trick Words**
- **Sentence** T185

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging and **am, an** sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants. T186

Word of the Day –

Build Word of the Day, discuss meaning, and tap. Reteach the bonus letter rule using the Word of the Day, student marks word. Use Standard Sound Cards to make several Unit words. Complete following the Learning Activity procedures. (*ham*) T186

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*from, have*) T187

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- Standard Sound Cards
- Student Notebook
- Unit Word Resource List

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Word Resource List

- Sentence Frames
- Unit Resource Lists
- Dry Erase Writing Tablet, Markers, Erasers

Week 1, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Word of the Day Cards
- Standard Sound Cards
- Word Resource List
- Student Notebook

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Unit Resource Lists

Grade 1 Foundations

- **Unit Words**
- **Sentence** T187

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging and **am, an** sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T188

Word Talk –

Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards.
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T188

Make It Fun –

- **Stand Up**
Dictate words, with and without glued sounds, one at a time. After word is dictated, students repeat the word and stand up if they hear a glued sound, tap word together, 'gluing' fingers when tapping a glued sound. T189

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit and Review Words**
- **Trick Words**
- **Sentence** T189

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels T190

- Sentence Frames
- Dry Erase Writing Tablet

Week 1, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word of the Day Cards
- Unit Word Resource List

- Unit Word Resource List (review and current)

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 1 Foundations

Word Play –

- **Make Nonsense Words**
Use Standard Sound Cards to make 8-10 nonsense words, students tap to read them. Review concepts and mark up words. T190

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*do, does*) T191

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T191

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
Challenging sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T192

Storytime –

- **Pam and Dan**
Students read scooped story silently, discuss title and make predictions.
- **Read the Story**
Read story one sentence at a time, pausing to tap and scoop. Read together chorally, complete column chart using 'picture notes'. Ask questions, students retell story events.
- **Make A Movie**
Students 'make a movie' in their heads by closing their eyes and picturing the story. Students describe their 'movies'
- **Mark Words**
Highlight quotation marks, mark glued sounds and bonus letters. T192-193

- Standard Sound Cards

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Sentence Frames
- Dry Erase Writing Tablet

Week 1, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph

Grade 1 Foundations

Unit 5 Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently. <ul style="list-style-type: none">● Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.● Dictate Words Dictate words. Students repeat, then write the word individually.● Students Do The Following to Above Words Circle the ‘buddy letter’ with its buddy Box glued sounds Underline the digraphs Put a star above the bonus letters● Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T193 If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill. Track scores with the Unit Test Tracker (PLC).		Unit 5 <ul style="list-style-type: none">● Composition Book● Unit Test Tracker (PLC)	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles on the blank side of Letter Board. During dictation, students write word more than once, focusing on letter formation Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.	On Grade Level Students Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles on the blank side of Letter Board. During dictation, students write word more than once, focusing on letter formation Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence. Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.	Struggling Students Remind students to use resources Pair with a more proficient student Assist by helping students tap or tapping fingers on table When reciting alphabet, help students point to each letter Use Unit Resources to make additional word practice Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words	Special Needs/ELL Remind students to use resources Pair with a more proficient student Assist by helping students tap or tapping fingers on table When reciting alphabet, help students point to each letter Use Unit Resources to make additional word practice Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words

Grade 1 Foundations

		Use additional decoding cues for trouble spots	Use additional decoding cues for trouble spots
		Double-dose lesson during WIN period (if meets eligibility criteria)	Double-dose lesson during WIN period (if meets eligibility criteria)

Unit Title: Unit 6 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** – Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.1.5.** - **With prompting and support**, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading on a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe the relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.PP.1.5.** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RL.CT.1.8.** - Identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS ELA Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.b.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.c.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.d.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.a.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.b.** - Decode regularly spelled one-syllable words
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.

Grade 1 Foundations

- **L.RF.1.4.a** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.b** - Read grade-level text orally with accuracy, appropriate rate, and expression

NJSLS ELA Speaking and Listening

- **SL.PE.1.1**.- Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.a** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.b** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.c** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.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.PI.1.4**.- Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6** - Produce complete sentences when appropriate to task and situation.

NJSLS ELA Foundational Skills: Writing Language

- **L.KI.1.1** - With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.1.1** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VL.1.2a** - Choose flexibility from an array of strategies to determine the meaning of words and phrases.
- **L.VL.1.2b** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.WF.1.2** - Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.k.2)

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes)
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as digraphs, base words, and suffixes
- Read and spell CVC, CCVC, CVCC, CCVCC words
- Read and spell words with **-s**
- Apply correct punctuation
- Apply capitalization rules for beginning of sentences and names of people

Essential/Guiding Question:

- What do good readers do when they come to a word they don't know?
- How do letter patterns help me learn to read words I do not know?
- How will practice help us read and spell better?
- How do I know how to phrase my words when reading?
- How do we make sure we understand what we read?

Grade 1 Foundations

<ul style="list-style-type: none"> • Explain major differences between fictional stories and narrative text • Use illustrations and/or details in a story to describe its characters, setting, and events • Read controlled stories with fluency, expression, and understanding 	
<p>Content:</p> <p>Big Idea: Introduce the concepts of a base word and suffix, plurals. Review the differences between narrative and informational text.</p> <p>Learning Activity Overview:</p> <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Single Syllable Words) – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 7. Echo/Find Words (Single Syllable Words) – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. 8. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity. 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> • Base word and suffix with the suffix –s • Pluralization • Narrative fiction vs. informational books • Reading with accuracy and prosody • High frequency trick words: were, are, who, what, when, where, there, here • Sample words: hills, bugs, chills

Grade 1 Foundations

9. **Storytime** – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
10. **Teach Trick Words: Reading** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.
11. **Teach Trick Words: Spelling** – Students learn to spell high frequency words using gross motor memory.
12. **Word of the Day** – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.
13. **Word Play** – Activities teach or reinforce the development of decoding and spelling skills.
14. **Word Talk** – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Letter Formation
 - o Sound Recognition
 - o Story Retelling
- Handwriting
- Letter Sound Correspondence

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T197.

- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. Vowels and 4-5 consonants.

Resources:

Week 1, Day 1 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 1 Foundations

- **Trick Word Drill**

Present the review and current Trick Word Flashcards and have students quickly read them. Trick words can be removed from the packet when mastered. T200

Word Play –

- **Make Nonsense Words**

Use Standard Sound Cards to make 8-10 nonsense words, students tap to read them. Review concepts and mark up words. T200

Introduce New Concepts –

- **Teach Base Word And The –s Suffix –**

With Standard Sound Cards, build a base word, add the suffix **–s**. Explain the concept of a base word and suffix. Write the suffix on a yellow Suffix Frame and put it over the Standard Sound Card **s**. Continue with other words. When reading the words, students always say the base word, then the whole word. Only the base word is tapped, not the suffix. When marking, the base word is underlined, and the suffix is circled. Students color the keyword picture for bugs in their Student Notebooks, and note the definition of a base word and suffix in the Spelling section. T201

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Standard Sound Cards**

Vowels and 4-5 consonants.

- **Trick Word Drill**

Trick Words that have been introduced, but not mastered. T202

Make It Fun –

- **Suffix Challenge**

Student selects word and reads it, then decides if it has a suffix. If it has a suffix, mark it, if not, add the suffix **–s** on the Suffix Frame, and mark it. T202

Introduce New Concepts –

- **Teach Spelling**

Letters **s** and **z** for the /s/ sound.

Echo/Find Letters –

Ask “What says /z/?” Both **s** and **z** should be the response.

- **Echo/Find Words**

Make the word **bugs**, using the Suffix Frame for the suffix **–s**. Remove the frame, and ask for the base word, repeat with another word, then do orally. Students practice on Letter Board with Tiles, spell away words. T203

- Standard Sound Cards
- Unit Nonsense Word Resource List

- Standard Sound Cards
- Suffix Frame
- Student Notebook
- Unit Word Resource List

Week 1, Day 2 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Select 10-12 words (at least half must have the suffix **-s**) from Unit Review and Current Resource Lists and Print on Index Cards
- Suffix Frame
- Unit Word Resource List (review and current)

- Standard Sound Cards
- Suffix Frame
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List

Grade 1 Foundations

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence T203**

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Vowel Extension**
All vowels
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T204

Word of the Day –

Build Word of the Day, discuss meaning, and tap. Reteach base word, suffix, and discuss plurals. Use Standard Sound Cards and Suffix Frames to make several Unit words.

Complete following the Learning Activity procedures. (*job(s)*) T204

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*are, were*) T205

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T206

Word Talk –

Using Standard Sound Cards and Suffix Frames, make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Complete following the Learning Activity procedures.
- **Display Words**
Complete following the Learning Activity procedures. T206

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 1, Day 3 in Foundations

- Standard Sound Cards
- Vowel Extension Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Week 1, Day 4 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

Grade 1 Foundations

Echo/Find Letters and Words –

Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board.

- **Echo/Find Words**

Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (3-5 words) T207

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit and Review Words**
- **Trick Words**
- **Sentence** T207

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T208

Word Talk –

Using Standard Sound Cards and Suffix Frames, make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Complete following the Learning Activity procedures.
- **Display Words**
Complete following the Learning Activity procedures. T208

Storytime –

- **Mack and Bugs**
Students read scooped story silently, discuss title and make predictions.
- **Read the Story**
Complete following the Learning Activity procedures.
- **Make A Movie**
Students 'make a movie' in their heads by closing their eyes and picturing the story. Students describe characterization in their 'movies'. T209

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Standard Sound Cards**

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1, Day 5 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph

Week 2, Day 1 in Foundations

- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 1 Foundations

Point to letter card, say letter-keyword-sound, students echo. Vowels and 4-5 consonants.
T210

Word of the Day –

Build Word of the Day, discuss meaning, and tap. Reteach base word, suffix, and discuss plurals. Use Standard Sound Cards and Suffix Frames to make several Unit words. Complete following the Learning Activity procedures. (*ship(s)*)
T210

Echo/Find Letters and Words –

Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board.

- **Echo/Find Words**

Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (*3-5 words*) T211

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit and Review Words**
- **Trick Words**
- **Sentence** T211

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T212

Make It Fun –

- **Identifying Words with Suffixes**
Using Standard Sound Cards, build words that sound like they end with a suffix, but do not, then build words that do end with a suffix. Use White Syllable Frames and Yellow Suffix Frames to illustrate the difference between words. List, mark, and read words. T212

Word of the Day –

Build Word of the Day, discuss meaning, and tap. Reteach base word, suffix, and discuss plurals. Use Standard Sound Cards and Suffix Frames to make several Unit words. Complete following the Learning Activity procedures. (*shell(s)*)
T213

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Word Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 2, Day 2 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- White Syllable Frame
- Yellow Suffix Frame
- List of Words (T212)

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

- **Unit Sounds**
- **Unit and Review Words**
- **Trick Words**
- **Sentence** T213

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants T214

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*who, what, when*) T214-215

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T215

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T216

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words, students tap to read them. Students underline base words and circle suffixes.
- **Read Sentences**
Write and read sentences to review concepts and mark up words. T216

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2, Day 3 in Foundations

- Standard Sound Cards
- Echo and/or Baby Echo
o used throughout lesson

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 2, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word Resource List
- Unit Sentence Resource List

Grade 1 Foundations

Word Talk –

Using Standard Sound Cards and Suffix Frames, make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Complete following the Learning Activity procedures.
- **Display Words**
Complete following the Learning Activity procedures. T217

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T217

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T218

Storytime –

- **Mack and Bugs**
Students re-read scooped story silently and retell.
- **Narrative vs. Informational**
Using the two texts, discuss the differences and similarities between the two texts. T218-219

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T219

Week 3, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T220

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2, Day 5 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Narrative Text
- Informational Text
- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper with Graph

- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 3, Day 1 in Foundations

- Standard Sound Cards
- Trick Words Cards
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 1 Foundations

Introduce New Concepts –

- **Suffix –s With Action Words**
With Standard Sound Cards and Suffix Frame, build the words **chins** and **shuts**. Read words and discuss how the suffix **–s** changes each word (plural vs. action). Make more words and repeat. T220

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board.
- **Echo/Find Words**
Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, repeat procedure. Students find Letter Tiles to form words on their Magnetic Letter Boards. (3-5 words) T221

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T221

Week 3, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
New of challenging sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels T222

Word of the Day –

Build Word of the Day, discuss meaning, and tap. Reteach base word, suffix, and discuss plurals. Use Standard Sound Cards and Suffix Frames to make several Unit words.

Complete following the Learning Activity procedures. (*duck(s)*) T222

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*where, there, here*) T223

- Standard Sound Cards
- Suffix Frame
- Student Notebook
- Word Resource List (T220)

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Word Resource List
- Unit Sentence Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 3, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

Week 3, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T224

Word of the Day –

Build Word of the Day, discuss meaning, and tap. Reteach base word, suffix, and discuss plurals. Use Standard Sound Cards and Suffix Frames to make several Unit words.

Complete following the Learning Activity procedures. (*pin(s)*) T224

Make It Fun –

- **Scrambled Sentences**
Write sentence on Sentence Frames, scramble words in a vertical column. Student rearranges words in correct order with correct punctuation, mark suffixes. T225

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T225

Week 3, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T226

Word Talk –

Using Standard Sound Cards and Suffix Frames, make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Complete following the Learning Activity procedures.
- **Display Words**
Complete following the Learning Activity procedures. T226

Week 3, Day 3 in Foundations

- Standard Sound Cards
- Trick Word Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Unit Sentence Resource List
- Sentence Frames

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 3, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

Grade 1 Foundations

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board.
- **Echo/Find Words**
Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Complete following the Learning Activity procedures. (3-5 words) T227

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T227

Week 3, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete following the Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T228

Storytime –

- **Mack and Bugs**
Students re-read scooped story silently and retell.
- **Narrative vs. Informational**
Using the two texts, discuss the differences and similarities between the two texts. T228

Unit 6

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Students Do The Following to Above Words**
Underline base word and circle suffix
Star bonus letters
Box glued sounds
- **Dictate Sentences**
Place Sentence Frames and circle those that will have a trick word. Students can use their Student

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Word Resource List
- Unit Sentence Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 3, Day 5 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Narrative Text
- Informational Text
- Large Chart Paper

Unit 6

- Composition Book
- Unit Test Tracker (PLC)

Grade 1 Foundations

Notebooks as reference. Lastly, have students scoop sentences to phrase them. T229			
If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.			
Track scores with the Unit Test Tracker (PLC).			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? How is it used?	Ask challenging questions (e.g., what do you know about that sound? How is it used?	Remind students to use resources	Remind students to use resources
Alphabetize tiles on the blank side of Letter Board.	Alphabetize tiles on the blank side of Letter Board.	Pair with a more proficient student	Pair with a more proficient student
During dictation, students write word more than once, focusing on letter formation	During dictation, students write word more than once, focusing on letter formation	Assist by helping students tap or tapping fingers on table	Assist by helping students tap or tapping fingers on table
Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.	Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.	When reciting alphabet, help students point to each letter	When reciting alphabet, help students point to each letter
Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.	Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.	Use Unit Resources to make additional word practice	Use Unit Resources to make additional word practice
		Provide extra practice with gross motor letter formation	Provide extra practice with gross motor letter formation
		Make flashcards to practice automatic reading of trick words	Make flashcards to practice automatic reading of trick words
		Use additional decoding cues for trouble spots	Use additional decoding cues for trouble spots
		Double-dose lesson during WIN period (if meets eligibility criteria)	Double-dose lesson during WIN period (if meets eligibility criteria)

Unit Title: Unit 7 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** – Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

Grade 1 Foundations

- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading on a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe the relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.PP.1.5.** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RL.CT.1.8.** - Identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS ELA Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.b.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.c.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.d.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.a.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.b.** - Decode regularly spelled one-syllable words
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.a** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.b.** - Read grade-level text orally with accuracy, appropriate rate, and expression

NJSLS ELA Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.a.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.b.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.c.** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.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.PI.1.4.** - Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

Grade 1 Foundations

NJSLS ELA Foundational Skills: Writing Language

- **L.KI.1.1** - With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.1.1** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.1a** - Write the upper and lower case alphabets from memory.
- **L.WF.1.1b** - Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.1.1c** - Orally segment the phonemes in any single syllable, spoken word.
- **L.WF.1.1d** - Recognize that each syllable is organized around a vowel sound.
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VL.1.2a** - Choose flexibility from an array of strategies to determine the meaning of words and phrases.
- **L.VL.1.2b** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.WF.1.2** - Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.k.2)

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes) – up to five sounds
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as digraphs, base words, and suffixes
- Read and spell CVC, CCVC, CVCC, CCVCC words
- Read and spell words with **-s** suffix when added to non-changing base words
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including character, setting, and main ideas
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- Why do I have to pay attention to punctuation and capitalization when writing and reading?
- How do letter patterns help me learn to read words I do not know?
- How will practice help us read and spell better?
- How do I know how to phrase my words when reading?
- How do we make sure we understand what we read?

Content:

- **Big Idea:** Introduce new glued sounds, review narrative vs. informational text.
 - **Learning Activity Overview:**
1. **Dictation/Sentences** – Students independently write a sentence from dictation. This helps develop their

Skills(Objectives):

- Glued sounds: **ang, ing, ong, ung, ank, ink, onk, unk**
- Blending and reading words with **ng** or **nk**
- Segmenting and spelling words with **ng** or **nk**
- Narrative fiction vs. informational texts

Grade 1 Foundations

auditory memory for words. They also develop their proofreading skills with guidance.

2. **Dictation Sounds** – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
3. **Dictation/Trick Words** – Students practice the spelling of high-frequency words.
4. **Dictation/Words (Single Syllable Words)** – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
5. **Drill Sounds/Warm-up** – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling.
6. **Echo/Find Letters** – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
7. **Echo/Find Words (Single Syllable Words)** – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.
8. **Make It Fun** – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.
9. **Storytime** – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
10. **Teach Trick Words: Reading** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.

- Reading with accuracy and prosody
- High frequency trick words: **why, by, my, try, put, two, too, very, also, some, come**
- Sample words: **bang, bank, pink, chunks**

Grade 1 Foundations

<p>11. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory.</p> <p>12. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.</p> <p>13. Word Play – Activities teach or reinforce the development of decoding and spelling skills.</p> <p>14. Word Talk – Activities are designed to practice decoding and review past concepts and vocabulary. This activity help to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.</p>	
--	--

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Student Notebook ● Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation ○ Sound Recognition ○ Story Retelling ● Handwriting ● Letter Sound Correspondence 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Assessment of Student Mastery <ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
--	--

Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Week 1, Day 1 in Foundations</u> Introduce New Concepts –</p> <ul style="list-style-type: none"> ● Teach Glued Sounds (ang, ing, ong, ung) - Present the new sounds with the Large Sound Cards with keyword pictures, introduce the Standard Sound Cards. Review the concept of glued sounds, tap using three fingers ‘glued’ together. Use Standard Sound Cards to build words with the glued sounds. Review boxing the glued sounds. Students color the pictures for the new sounds in their Student Notebooks. T236 <p>Drill Sounds/Warm Up – Arrange standard sound cards on chart as displayed on page T233. Complete the following Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Large Sound Cards New glued sounds ● Standard Sound Cards Vowels and 4-5 consonants. ● Vowel Extension All vowels ● Trick Word Drill 	<p><u>Resources:</u></p> <p><u>Week 1, Day 1 in Foundations</u></p> <ul style="list-style-type: none"> ● Large Sound Cards ● Standard Sound Cards ● Student Notebook ● Unit Word Resource List <ul style="list-style-type: none"> ● Large Sound Cards ● Standard Sound Cards ● Vowel Extension Poster ● Trick Word Flashcards ● Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson
--	---

Grade 1 Foundations

Trick Words that have been introduced, but not mastered. T237

Word of the Day –

Build Word of the Day, have a student mark it. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (*hang*) T237

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New glued sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T238

Make It Fun –

- **Rhyming**
Dictate a word with the **ng** glued sound. Students repeat word and then give the rhyming keyword and corresponding glued sound. Students think of other words that rhyme, write list on the board, and finish by reading the list chorally. T238

Word of the Day –

Build Word of the Day, have a student mark it. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (*wing*) T238

Introduce New Concepts –

Teach Spelling –

- **Echo/Find Letters**
Say a new glued sound, students echo and point to the letter(s) on their Magnetic Letter Board.
- **Echo/Find Words**
Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Complete following the Learning Activity procedures. T239

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New glued sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels T240

- Standard Sound Cards
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

Week 1, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word Resource List
- Student Notebook

- Standard Sound Cards
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

Week 1, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

Grade 1 Foundations

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*why, by, my, try*)
T240-241

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T241

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New glued sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T242

Word Talk –

Using Standard Sound Cards and Suffix Frames, make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Complete following the Learning Activity procedures.
- **Display Words**
Complete following the Learning Activity procedures. T242

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a new glued sound, students echo and point to the letter(s) on their Magnetic Letter Board.
- **Echo/Find Words**
Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Complete following the Learning Activity procedures. T243

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T243

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 1, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New glued sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants. T244

Word Talk –

Using Standard Sound Cards and Suffix Frames, make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Complete following the Learning Activity procedures.
- **Display Words**
Complete following the Learning Activity procedures. T244

Storytime –

- **King Sam**
Students read scooped story silently, discuss title and make predictions. Discuss why 'King Sam' is capitalized.
- **Read the Story**
Complete following the Learning Activity procedures.
- **Mark Words**
Select students to mark words:
Circle quotation marks
Highlight exclamation marks
Box glued sounds
Draw a tall frame around words with a capital letter
T245

Week 2, Day 1 in Foundations

Introduce New Concepts –

- **Teach Glued Sounds (ank, ink, onk, unk) -**
Present the new sounds with the Large Sound Cards with keyword pictures, introduce the Standard Sound Cards. Review the concept of glued sounds, tap using three fingers 'glued' together. Use Standard Sound Cards to build words with the glued sounds. Review boxing the glued sounds. Students color the pictures for the new sounds in their Student Notebooks. T246

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New glued sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.

- Sentence Frames
- Unit Resource Lists

Week 1, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph

Week 2, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Student Notebook
- Unit Word Resource List

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 1 Foundations

- **Vowel Extension**
All vowels T247

Word of the Day –

Build Word of the Day, have a student mark it. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (*junk*) T247

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a new glued sound, students echo and point to the letter(s) on their Magnetic Letter Board.
- **Echo/Find Words**
Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Complete following the Learning Activity procedures. T247

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New glued sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants. T248

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words, students tap to read them. T248

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*put, two*) T249

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T249

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New glued sounds

- Standard Sound Cards
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

Week 2, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 2, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards

Grade 1 Foundations

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T250

Make It Fun –

- **Rhyming**
Dictate a word with the **nk** glued sound. Students repeat word and then give the rhyming keyword and corresponding glued sound. Students think of other words that rhyme, write list on the board, and finish by reading the list chorally. T250

Word of the Day –

Build Word of the Day, have a student mark it. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (*link*) T251

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T251

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New glued sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
Vowels T252

Word Talk –

Using Standard Sound Cards and Suffix Frames, make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Complete following the Learning Activity procedures.
- **Display Words**
Complete following the Learning Activity procedures. T252

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a new glued sound, students echo and point to the letter(s) on their Magnetic Letter Board.
- **Echo/Find Words**
Dictate word, tap sounds, students echo, and form word with corresponding Standard Sound Cards.

- Echo and/or Baby Echo
o used throughout lesson

- Unit Word Resource List
- Student Notebook

- Standard Sound Cards
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

Grade 1 Foundations

Complete following the Learning Activity procedures.
T253

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T253

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New glued sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T254

Storytime –

- **King Sam**
Students read scooped story silently, discuss title and remember the story. Student retells the story, referring to picture notes as needed. Read the story chorally.
- **Make A Movie**
Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students discuss felt throughout the story. Students read the story in pairs to build fluency. Mark up current Unit Words. T254-255

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T255

Week 3, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New glued sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
All vowels T256

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
-

Week 2, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson
- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph
- Copy of the phrased story for each student (Fluency Kit)
- Unit Current Word Resource List

- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 3, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 1 Foundations

Introduce New Concepts – Ng/nk Words With A Suffix –

- **Teach Reading**
Using Standard Sound Cards, make the words **king** and **rink**. Add the suffix –s to each word. Explain that some are plurals, and some are action words.
- **Teach Spelling**
Dictate word, students repeat, ask if it has a suffix. Complete following the Learning Activity procedure. T256

Word of the Day –

Build Word of the Day, review base word-suffix. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (*fang(s)*) T257

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate 3-5 sounds, students echo and point to the letter(s) on their Magnetic Letter Board.
- **Echo/Find Words**
Dictate **ng** and **nk** words, with and without suffixes. Tap sounds, students echo, form word with corresponding Letter and Suffix Tiles (as needed). Complete following the Learning Activity procedures. T257

Week 3, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New glued sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants. T258

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*very, too, also*) T258-259

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T259

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

Week 3, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Grade 1 Foundations

Week 3, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New glued sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T260

Word of the Day –

Build Word of the Day, review base word-suffix. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (*think(s)*) T260

Make It Fun –

Distribute the Word of the Day Cards to each student. Have students sand and read their cards as you ask them to according to specific directions. T261

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T261

Week 3, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New glued sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Vowel Extension**
Vowels T262

Word Talk –

Using Standard Sound Cards and Suffix Frames, make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Complete following the Learning Activity procedures.
- **Display Words**
Complete following the Learning Activity procedures. T262

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**

Week 3, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Word of the Day Cards

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 3, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*some, come*) T263

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T263

Week 3, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New glued sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T264

Word Talk –

Using Standard Sound Cards and Suffix Frames, make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Complete following the Learning Activity procedures.
- **Display Words**
Complete following the Learning Activity procedures. T264

Storytime –

- **King Sam**
Students re-read scooped story silently and retell.
- **Narrative vs. Informational**
Using King Sam and an informational text about kings, discuss the differences and similarities between the two texts, document findings on chart paper. T265

Unit 7

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Students Do The Following to Above Words**
Underline base word and circle suffix

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 3, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph
- Informational Text (teacher supplied)

Unit 7

- Composition Book
- Unit Test Tracker (PLC)

Grade 1 Foundations

<p>Box glued sounds</p> <ul style="list-style-type: none"> ● Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T265 <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>			
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what do you know about that sound? How is it used?</p> <p>Alphabetize tiles on the blank side of Letter Board.</p> <p>During dictation, students write word more than once, focusing on letter formation</p> <p>Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.</p> <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>Ask challenging questions (e.g., what do you know about that sound? How is it used?</p> <p>Alphabetize tiles on the blank side of Letter Board.</p> <p>During dictation, students write word more than once, focusing on letter formation</p> <p>Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.</p> <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>Remind students to use resources</p> <p>Pair with a more proficient student</p> <p>Assist by helping students tap or tapping fingers on table</p> <p>When reciting alphabet, help students point to each letter</p> <p>Use Unit Resources to make additional word practice</p> <p>Provide extra practice with gross motor letter formation</p> <p>Make flashcards to practice automatic reading of trick words</p> <p>Use additional decoding cues for trouble spots</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>Remind students to use resources</p> <p>Pair with a more proficient student</p> <p>Assist by helping students tap or tapping fingers on table</p> <p>When reciting alphabet, help students point to each letter</p> <p>Use Unit Resources to make additional word practice</p> <p>Provide extra practice with gross motor letter formation</p> <p>Make flashcards to practice automatic reading of trick words</p> <p>Use additional decoding cues for trouble spots</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>

Grade 1 Foundations

Unit Title: Unit 8 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** – Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading on a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8.** - Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS ELA Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.b.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.c.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.d.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.a.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.b.** - Decode regularly spelled one-syllable words
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.a** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.b.** - Read grade-level text orally with accuracy, appropriate rate, and expression

NJSLS ELA Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.a.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.b.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.c.** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.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.PI.1.4.** - Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Grade 1 Foundations

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

NJSLS ELA Foundational Skills: Writing Language

- **L.KI.1.1** - With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.1.1.** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.1a** - Write the upper and lower case alphabets from memory.
- **L.WF.1.1b** - Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.1.1c** - Orally segment the phonemes in any single syllable, spoken word.
- **L.WF.1.1d** - Recognize that each syllable is organized around a vowel sound.
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VL.1.2a.** - Choose flexibility from an array of strategies to determine the meaning of words and phrases.
- **L.VL.1.2b.** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.WF.1.2** - Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.k.2)
- **L.WF.1.2a** - short vowels and consonants.
- **L.WF.1.2b** - Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- **L.WF.1.2c** - Initial and final consonant blends (must, slab, plump)

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes) – up to four sounds
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels
- Name sound for r-controlled words
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as blends, digraphs, base words, suffixes, and syllable types
- Read and spell CVC, CCVC, CVCC, CCVCC words
- Read and spell words with **–s** suffix when added to non-changing base words
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including character, setting, and main ideas
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- Why do I have to pay attention to punctuation and capitalization when writing and reading?
- How do letter patterns help me learn to read words I do not know?
- How will practice help us read and spell better?
- How do I know how to phrase my words when reading?
- How do we make sure we understand what we read?

Content:

Big Idea: Introduce the difference between a blend and a digraph and r-controlled vowels.

Skills(Objectives):

- Consonant blends and digraph blends

Grade 1 Foundations

Learning Activity Overview:

1. **Dictation/Sentences** – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance.
2. **Dictation Sounds** – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
3. **Dictation/Trick Words** – Students practice the spelling of high-frequency words.
4. **Dictation/Words (Single Syllable Words)** – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
5. **Drill Sounds/Warm-up** – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling.
6. **Echo/Find Letters** – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
7. **Echo/Find Words (Single Syllable Words)** – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.
8. **Make It Fun** – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.
9. **Storytime** – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
10. **Teach Trick Words: Reading** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity

- Blending and reading words with up to four sounds
- Segmenting and spelling words with up to four sounds
- Suffix **-s** added to words with four sounds
- R-controlled vowel sounds: **ar, or, er, ir, ur**
- Reading with accuracy and prosody
- High frequency trick words: **would, could, should, her, over, number**
- Sample words: **bump, stash, bled, past, pinch, shrug, steps**

Grade 1 Foundations

<p>also reinforces capitalization and punctuation, and reading with prosody.</p> <ol style="list-style-type: none"> 11. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory. 12. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit. 13. Word Play – Activities teach or reinforce the development of decoding and spelling skills. 14. Word Talk – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary. 	
---	--

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Student Notebook • Direct Observation of Daily Work: <ul style="list-style-type: none"> o Letter-Keyword-Sounds o Letter Formation o Sound Recognition o Story Retelling • Handwriting • Letter Sound Correspondence 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Assessment of Student Mastery <ul style="list-style-type: none"> o Unit Tests o Dictation (Day 5 Check-up)
--	--

Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Week 1, Day 1 in Foundations</u> Drill Sounds/Warm Up – Arrange standard sound cards on chart as displayed on page T271. Complete the following Learning Activity procedures.</p> <ul style="list-style-type: none"> • Large Sound Cards New glued sounds • Standard Sound Cards Vowels and 4-5 consonants. T274 <p>Introduce New Concepts –</p> <ul style="list-style-type: none"> • Teach Blends Using the Standard Sound Cards, form the word ship, students read the word and identify the digraph. Form the word slip, explain the difference between sh and sl. Ship gets three taps because it has three sounds, slip gets four taps because it has four sounds. Sh is a digraph, sl is a blend. • Teach Marking Blends 	<p><u>Resources:</u></p> <p><u>Week 1, Day 1 in Foundations</u></p> <ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Echo and/or Baby Echo <ul style="list-style-type: none"> o used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Student Notebook
--	--

Grade 1 Foundations

Each letter in a blend is underlined separately. Glued sounds are boxed, and blends within are underlined individually.

- **Student Notebook Entry**

Refer to the Sounds section of Student Notebooks for definition of a blend.

- **Teach Spelling**

Dictate 4-5 words, students repeat and tap, find Standard Sound Cards to build the word. T274-75

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**

Vowels and 4-5 consonants.

- **Trick Word Drill**

Trick Words that have been introduced, but not mastered. T276

Introduce New Concepts –

- **R-Controlled Vowels**

Using the R-Controlled Vowel Poster, introduce R-controlled vowels.

- **Teach Letter-Keyword-Sound (ar, or)**

Use poster to teach letter-keyword-sound for **ar** and **or**. T276-277

Word of the Day –

Build Word of the Day, review the concept of a blend, tapping, and marking. Use Standard Sound Cards to make several unit words. Complete following the Learning Activity procedures. (task) T277

Make It Fun –

- **Scrambled Sentences**

Write words from sentences on frames and put in a vertical column in random order. Student rearranges words into a sentence, with punctuation and capitalization. T277

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**

Vowels and 4-5 consonants.

- **R-Controlled Vowel Poster**

Point to the **ar** and **or** sounds while saying the letter-keyword-sound, students echo. As mastered, student becomes drill leader.

- **Student Notebook Entry**

Students find and color the **ar** and **or** vowel sounds. T278

Week 1, Day 2 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- R-Controlled Vowel Poster

- Standard Sound Cards
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Unit Sentence Resource List
- Sentence Frames

Week 1, Day 3 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Student Notebook
- Echo and/or Baby Echo
 - used throughout lesson

Grade 1 Foundations

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*would, could, should*) T278-279

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T279

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Poster**
ar, or
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T280

Word Talk –

Using Standard Sound Cards and Suffix Frames, make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Complete following the Learning Activity procedures.
- **Display Words**
Complete following the Learning Activity procedures. T280

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate 3-5 sounds, students echo and point to the letter(s) on their Magnetic Letter Board.
- **Echo/Find Words**
Dictate words, tap sounds, students echo, and form word with corresponding Letter Tiles. Complete following the Learning Activity procedures. T281

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T281

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 1, Day 4 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Grade 1 Foundations

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T282

Storytime –

- **The Pink Dress**
Students read scooped story silently, discuss title and make predictions. Discuss why 'King Sam' is capitalized.
- **Read the Story**
Complete following the Learning Activity procedures.
- **Mark Words**
Select students to mark words:
Draw a tall frame around words with a capital letter
Highlight punctuation marks
Mark blends with two lines T282-283

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T283

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Poster**
ar, or
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T284

Introduce New Concepts –

- **Teach Digraph Blends**
Demonstrate a digraph blend and how to tap and mark it. Read definition in Student Notebook.
- **Teach Letter-Keyword-Sound (er, ir, ur)**
Use poster to teach letter-keyword-sound for **er**, **ir** and **ur**. T284-285

Word of the Day –

Build Word of the Day, review the concept of a blend, tapping, and marking. Use Standard Sound Cards to make several unit

Week 1, Day 5 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson
- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph
- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 2, Day 1 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson
- Standard Sound Cards
- R-Controlled Vowel Poster
- Student Notebook
- Standard Sound Cards
- Unit Word of the Day Cards
- Large Writing Grid

Grade 1 Foundations

words. Complete following the Learning Activity procedures. (shred) T285

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate 3-5 sounds, students echo and point to the letter(s) on their Magnetic Letter Board.
- **Echo/Find Words**
Dictate words, tap sounds, students echo, and form word with corresponding Letter Tiles. Complete following the Learning Activity procedures. T285

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Poster**
ar, or
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T286

Word Play –

- **Review Base Word And Suffix**
Use Standard Sound Cards to review the reading of a base word and suffix. Make 5-6 words with the suffix –s. Complete following the Learning Activity procedures. T286

Make It Fun –

- **Teach Spelling With Blank Cards**
Use blank Standard Sound Cards to spell words with the correct color cards. Dictate unit words, have a student build words. T287

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T287

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Poster**
Introduced sounds T288

Teach Trick Words –

- **Reading**

- Student Notebook

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

Week 2, Day 2 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List

- Blank Standard Sound Cards
- Suffix Frame
- Unit Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2, Day 3 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Student Notebook
- Echo and/or Baby Echo
o used throughout lesson

- Sentence Frames

Grade 1 Foundations

Dictate sentence, students echo. Complete following the Learning Activity procedures.

- **Spelling**

Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*her, over, number*) T288-289

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T289

- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Poster**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T290

Word of the Day –

Build Word of the Day, review base word and suffix, blend, bonus letter, tapping, and marking. Complete following the Learning Activity procedures. (*bluff(s)*) T290

Word Talk –

Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words** T291

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate 3-5 sounds, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T291

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T291

Week 1, Day 4 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Suffix Frame
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Grade 1 Foundations

<p><u>Week 2, Day 5 in Foundations</u></p> <p>Drill Sounds/Warm Up –</p> <p>Complete the following Learning Activity procedures.</p> <ul style="list-style-type: none">● Standard Sound Cards Vowels and 4-5 consonants.● Trick Word Drill Trick Words that have been introduced, but not mastered. T292 <p>Storytime –</p> <ul style="list-style-type: none">● <u>The Pink Dress</u> Students read scooped story silently, discuss title and remember the story. Student retells the story, referring to picture notes as needed. Read the story chorally.● Make A Movie Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students retell the story. Students read the story in pairs to build fluency. Mark up current Unit Words. T292-293 <p><u>Unit 8</u></p> <p>Unit Test</p> <p>Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently.</p> <ul style="list-style-type: none">● Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.● Dictate Words Dictate words. Students repeat, then write the word individually.● Students Do The Following to Above Words Underline base word and circle suffix Underline blends and digraph blends with two separate lines Star the bonus letters● Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T293 <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<p><u>Week 2, Day 5 in Foundations</u></p> <ul style="list-style-type: none">● Standard Sound Cards● Trick Word Flashcards● Echo and/or Baby Echo<ul style="list-style-type: none">o used throughout lesson <ul style="list-style-type: none">● Large Chart Paper or Phrased Story from PLC● Large Chart Paper for Graph● Copy of the phrased story for each student (Fluency Kit)● Unit Current Word Resource List <p><u>Unit 8</u></p> <ul style="list-style-type: none">● Composition Book● Unit Test Tracker (PLC)		
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Ask challenging questions (e.g., what do you know about that sound? How is it used?</p> <p>Alphabetize tiles on the blank side of Letter Board.</p>	<p>On Grade Level Students</p> <p>Ask challenging questions (e.g., what do you know about that sound? How is it used?</p>	<p>Struggling Students</p> <p>Remind students to use resources</p> <p>Pair with a more proficient student</p>	<p>Special Needs/ELL</p> <p>Remind students to use resources</p> <p>Pair with a more proficient student</p>

Grade 1 Foundations

<p>During dictation, students write word more than once, focusing on letter formation</p> <p>Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.</p> <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>Alphabetize tiles on the blank side of Letter Board.</p> <p>During dictation, students write word more than once, focusing on letter formation</p> <p>Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.</p> <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>Assist by helping students tap or tapping fingers on table</p> <p>When reciting alphabet, help students point to each letter</p> <p>Use Unit Resources to make additional word practice</p> <p>Provide extra practice with gross motor letter formation</p> <p>Make flashcards to practice automatic reading of trick words</p> <p>Use additional decoding cues for trouble spots</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>Assist by helping students tap or tapping fingers on table</p> <p>When reciting alphabet, help students point to each letter</p> <p>Use Unit Resources to make additional word practice</p> <p>Provide extra practice with gross motor letter formation</p> <p>Make flashcards to practice automatic reading of trick words</p> <p>Use additional decoding cues for trouble spots</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>
--	--	--	--

Unit Title: Unit 9 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** – Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading on a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe the relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.PP.1.5.** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Grade 1 Foundations

- **RL.CT.1.8.** - Identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS ELA Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.b.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.c.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.d.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.a.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.b.** - Decode regularly spelled one-syllable words
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.a** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.b.** - Read grade-level text orally with accuracy, appropriate rate, and expression

NJSLS ELA Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.a.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.b.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.c.** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.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.PI.1.4.** - Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS ELA Foundational Skills: Writing Language

- **L.KI.1.1** - With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.1.1.** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.1a** - Write the upper and lower case alphabets from memory.
- **L.WF.1.1b** - Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.1.1c** - Orally segment the phonemes in any single syllable, spoken word.
- **L.WF.1.1d** - Recognize that each syllable is organized around a vowel sound.
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VL.1.2a.** - Choose flexibility from an array of strategies to determine the meaning of words and phrases.
- **L.VL.1.2b.** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.WF.1.2** - Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.k.2)
- **L.WF.1.2a** - short vowels and consonants.
- **L.WF.1.2b** - Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

Grade 1 Foundations

- **L.WF.1.2c** - Initial and final consonant blends (must, slab, plump).

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes) – up to four sounds
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels
- Name sounds for r-controlled words
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as blends, digraphs, base words, suffixes, and syllable types
- Read and spell CVC, CCVC, CVCC, CCVCC words
- Read and spell words with **-s** suffix when added to non-changing base words
- Explain major differences between fictional stories and informational text
- Explain narrative story structure including character, setting, and main ideas
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How can I improve my speed, accuracy, and expression when reading?
- How do good readers sound?
- How will practice help us read and spell better?

Content:

Big Idea: Introduce the closed syllable and vowel teams.

Learning Activity Overview:

1. **Dictation/Sentences** – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance.
2. **Dictation Sounds** – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
3. **Dictation/Trick Words** – Students practice the spelling of high-frequency words.
4. **Dictation/Words (Single Syllable Words)** – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.

Skills(Objectives):

- Closed syllable concept with short vowels
- Closed syllable vs. open syllable
- Vowel team sounds for: **ai, ay, ee, ez, ey, oi, oy**
- Narrative fiction vs. informational texts
- Reading with accuracy and prosody
- High frequency trick words: **say, says, see, between, each**
- Sample words: **click, chunk, sniffs**

Grade 1 Foundations

<ol style="list-style-type: none"> 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 7. Echo/Find Words (Single Syllable Words) – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. 8. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity. 9. Storytime – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency. 10. Teach Trick Words: Reading – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody. 11. Teach Trick Words: Spelling – Students learn to spell high frequency words using gross motor memory. 12. Word of the Day – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit. 13. Word Play – Activities teach or reinforce the development of decoding and spelling skills. 	
Stage 2: Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Student Notebook • Direct Observation of Daily Work: <ul style="list-style-type: none"> o Letter-Keyword-Sounds o Letter Formation o Sound Recognition o Story Retelling 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Assessment of Student Mastery <ul style="list-style-type: none"> o Unit Tests o Dictation (Day 5 Check-up)

Grade 1 Foundations

- Handwriting
- Letter Sound Correspondence

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T299.

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Poster**
Introduced sounds T302

Introduce New Concepts –

- **Teach Closed Syllable Concept**
Introduce the concept of a syllable. Using Standard Sound Cards, build closed syllable words, explain that because the syllable is closed, the vowel is short.
- **Teach Marking Closed Syllables**
Explain how to mark closed syllables.
- **Student Notebook Entry**
Refer to the Syllable section of Student Notebooks for definition of a closed syllable.
T302-303

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate 3-5 sounds, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T303

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Poster**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T304

Word of the Day –

Build Word of the Day, review the concept of a closed syllable and how it is marked. Complete following the Learning Activity procedures. (*block*) T304

Resources:

Week 1, Day 1 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Student Notebook

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

Week 1, Day 2 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

Introduce New Concepts –

- **Teach Spelling With Blank Tiles**

Practice spelling with Unit Words. Have students use blank Magnetic Letter Tiles to spell words, using the correct color tiles. Mark words. T305

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T305

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Sounds**
Introduced sounds T306

Introduce New Concepts –

- **Introduce Vowel Teams**
Using Vowel Teams Poster, introduce vowel teams.
- **Teach Letter-Keyword-Sound (ai, ay)**
Teach the first row on the Vowel Teams Poster to teach letter-keyword-sound. T306

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (say, says) T306-307

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T307

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Sounds And Vowel Teams**
Introduced sounds
- **Trick Word Drill**

- Magnetic Letter Boards
- Letter Tiles
- Unit Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1, Day 3 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Echo and/or Baby Echo
o used throughout lesson

- Vowel Teams Poster

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 1, Day 4 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
o used throughout lesson

Grade 1 Foundations

Trick Words that have been introduced, but not mastered. T308

Introduce New Concepts –

- **Teach Letter-Keyword-Sound (ee, ea, ey)**
Using Vowel Teams Poster, review first row of vowel teams, then drill the new vowel teams.
T308

Word of the Day –

Build Word of the Day, review the concept of a closed syllable and how it is marked. Complete following the Learning Activity procedures. (*act*) T309

Make It Fun –

- **Closed Syllable Hunt**
Write a variety of words on board. Select students to hunt for and cross out any word that is not a closed syllable, and mark those that are. Continue until all words are crossed out or marked. T309

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T309

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Sounds And Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T310

Storytime –

- **Fred The Frog**
Students read scooped story silently, discuss title and make predictions.
- **Read the Story**
Complete following the Learning Activity procedures.
- **Mark Words**
Select students to mark words:
Circle all quotation marks
Draw a tall frame around words with a capital letter
Find and mark closed syllables T310-311

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**

- Vowel Teams Poster

- Standard Sound Cards
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Unit Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1, Day 5 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph

- Sentence Frames
- Unit Resource Lists

Grade 1 Foundations

- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T311

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowels and Vowel Teams**
Introduced sounds T312

Introduce New Concepts –

- **Reteach Closed Syllables**
Using Standard Sound Cards, make the word **clap**. Ask students if it is a closed syllable, and have them explain why. Add the Suffix Frame and the suffix **–s** to the word, mark. Repeat with several words, including blends and digraph blends.
- **Introduce Closed vs. Open Syllables**
Using Standard Sound Cards, make the word **got**, discuss closed syllables. Remove the **t** and ask if it is still closed, discuss how the vowel sound changed. Repeat with several words.
T312-313

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate 3-5 sounds, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T313

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Word**
- **Trick Words**
- **Sentence** T313

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowels and Vowel Teams**
Introduced sounds T314

Introduce New Concepts –

- **Teach Letter-Keyword-Sound (oi, oy)**

- Composition Books

Week 2, Day 1 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 2, Day 2 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

Grade 1 Foundations

Using Vowel Teams Poster, review first two rows of vowel teams, then drill the new vowel teams. T314

Make It Fun –

• Closed Syllable Hunt

Write a variety of words on board. Select students to hunt for and cross out any word that is not a closed syllable, and mark those that are. Continue until all words are crossed out or marked. T315

Word of the Day –

Build Word of the Day, review base word, suffix, blends, bonus letter, and closed syllable. Complete following the Learning Activity procedures. (*drill(s)*) T315

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- Unit Sounds
- Unit Words
- Trick Words
- Sentence T315

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- Standard Sound Cards
Vowels and 4-5 consonants.
- R-Controlled Vowels and Vowel Teams
Introduced sounds
- Trick Word Drill
Trick Words that have been introduced, but not mastered. T316

Word Play –

- Make Nonsense Words
Use Standard Sound Cards to make 8-10 nonsense words, students tap to read them. Review concepts and mark up words. T316

Teach Trick Words –

- Reading
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- Spelling
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*see, between, each*) T317

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- Unit Sounds
- Unit Words
- Trick Words

- Vowel Teams Poster

- Unit Word Resource List

- Standard Sound Cards
- Suffix Frame
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2, Day 3 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Nonsense Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames

Grade 1 Foundations

- **Sentence** T317

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Sounds And Vowel Teams**
Introduced sounds T318

Word of the Day –

Build Word of the Day, review the concept of a closed syllable and how it is marked. Complete following the Learning Activity procedures. (*spell(s)*) T318

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate 3-5 sounds, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T319

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T319

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T320

Storytime –

- **Fred the Frog**
Students read scooped story silently, discuss title and remember the story. Student retells the story, referring to picture notes as needed. Read the story chorally.
- **Make A Movie**
Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students retell the story, and discuss how the characters felt throughout the story. Students read the story in pairs to build fluency. Mark up current Unit Words. T320-321

- Unit Resource Lists

Week 2, Day 4 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frame
- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2, Day 5 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph
- Copy of the phrased story for each student (Fluency Kit)
- Unit Current Word Resource List

Grade 1 Foundations

Unit 9 Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently. <ul style="list-style-type: none">● Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.● Dictate Words Dictate words. Students repeat, then write the word individually.● Students Do The Following to Above Words Underline base word and circle suffix Mark closed syllable words● Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T321 If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill. Track scores with the Unit Test Tracker (PLC).		Unit 9 <ul style="list-style-type: none">● Composition Book● Unit Test Tracker (PLC)	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? How is it used?	Ask challenging questions (e.g., what do you know about that sound? How is it used?	Remind students to use resources	Remind students to use resources
Alphabetize tiles on the blank side of Letter Board.	Alphabetize tiles on the blank side of Letter Board.	Pair with a more proficient student	Pair with a more proficient student
During dictation, students write word more than once, focusing on letter formation	During dictation, students write word more than once, focusing on letter formation	Assist by helping students tap or tapping fingers on table	Assist by helping students tap or tapping fingers on table
Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.	Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.	When reciting alphabet, help students point to each letter	When reciting alphabet, help students point to each letter
Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.	Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.	Use Unit Resources to make additional word practice	Use Unit Resources to make additional word practice
		Provide extra practice with gross motor letter formation	Provide extra practice with gross motor letter formation
		Make flashcards to practice automatic reading of trick words	Make flashcards to practice automatic reading of trick words
		Use additional decoding cues for trouble spots	Use additional decoding cues for trouble spots

Grade 1 Foundations

		Double-dose lesson during WIN period (if meets eligibility criteria)	Double-dose lesson during WIN period (if meets eligibility criteria)
--	--	--	--

Unit Title: Unit 10 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** – Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading on a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8** - Identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe the relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.PP.1.5** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.CT.1.8.** - Identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS ELA Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.b.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.c.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.d.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.a.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.b.** - Decode regularly spelled one-syllable words
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.a** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.b.** - Read grade-level text orally with accuracy, appropriate rate, and expression

Grade 1 Foundations

NJSLS ELA Speaking and Listening

- **SL.PE.1.1.-** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.a.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.b.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.c.** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.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.PI.1.4.** - Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS ELA Foundational Skills: Writing Language

- **L.KI.1.1** - With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.WF.1.1.** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.1a** - Write the upper and lower case alphabets from memory.
- **L.WF.1.1b** - Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.1.1c** - Orally segment the phonemes in any single syllable, spoken word.
- **L.WF.1.1d** - Recognize that each syllable is organized around a vowel sound.
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- **L.VL.1.2a.** - Choose flexibility from an array of strategies to determine the meaning of words and phrases.
- **L.VL.1.2b.** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.WF.1.2** - Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.k.2)
- **L.WF.1.2a** - short vowels and consonants.
- **L.WF.1.2b** - Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- **L.WF.1.2c** - Initial and final consonant blends (must, slab, plump).

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes) – up to five sounds
- Name sounds of primary consonants, consonant digraphs, and short vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short vowels
- Name sounds for r-controlled words
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Essential/Guiding Question:

- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How can I improve my speed, accuracy, and expression when reading?
- How do good readers sound?
- How will practice help us read and spell better?

Grade 1 Foundations

<ul style="list-style-type: none"> • Identify word structures such as blends, digraphs, base words, suffixes, and syllable types • Read and spell CVC, CCVC, CVCC, CCVCC words • Read and spell words with –s, –ed, –ing suffixes when added to non-changing base words • Explain major differences between fictional stories and informational text • Read controlled stories with fluency, expression, and understanding 	
<p>Content: Big Idea: Introduce blends with glued sounds and review suffixes.</p> <p>Learning Activity Overview:</p> <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Single Syllable Words) – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 7. Echo/Find Words (Single Syllable Words) – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> • Segmenting and blending up to five sounds • Suffix –s added to words with five sounds • Suffixes –ed, –ing added to unchanging base words with closed syllables • Vowel team sounds for: oa, oe, ow, ou, oo, ue, ew, au, aw • Narrative fiction vs. informational books • Reading with accuracy and prosody • High frequency trick words: any, many how, now, down, out, about, our • Sample words: stump, clasp, strap, slashing, blended

Grade 1 Foundations

8. **Make It Fun** – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.
9. **Storytime** – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
10. **Teach Trick Words: Reading** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.
11. **Teach Trick Words: Spelling** – Students learn to spell high frequency words using gross motor memory.
12. **Word of the Day** – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.
13. **Word Play** – Activities teach or reinforce the development of decoding and spelling skills.
14. **Word Talk** – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Letter Formation
 - o Sound Recognition
 - o Story Retelling
- Handwriting
- Letter Sound Correspondence

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T325.
Complete the following Learning Activity procedures.

Resources:

Week 1, Day 1 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster

Grade 1 Foundations

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowels and Vowel Teams**
Introduced sounds T328

Introduce New Concepts –

- **Teach Letter-Keyword-Sound (oa, oe, ow)**
Using Vowel Teams Poster, review first three rows of vowel teams, then drill the new vowel teams.
- **Teach Blending Words With Five Sounds**
Explain that some words have five sounds in a syllable. Using Standard Sound Cards, build a word with five sounds and demonstrate tapping.
- **Teach Students To Mark Words**
Review marking words with blends, more than one blend, and blends within glued sounds. T328-329

Word of the Day –

Build Word of the Day, review the concept of a closed syllable and how it is marked. Complete following the Learning Activity procedures. (*slept*) T329

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Sounds And Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T330

Word Talk –

Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read Word of The Day Cards, without tapping.
- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T330

Introduce New Concepts –

- **Teach Spelling Words With Five Sounds**
Explain that some words have five sounds in a syllable. Using Standard Sound Cards, build a word with five sounds and demonstrate tapping. Students build the words with their Letter Boards. Repeat with several current words, and 3-4 review words. T331

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**

- Echo and/or Baby Echo
 - o used throughout lesson

- Vowel Teams Poster
- Standard Sound Cards

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

Week 1, Day 2 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Word Resource Lists

- Large Writing Grid
- Student Notebook

Grade 1 Foundations

- **Unit Words**
- **Trick Words**
- **Sentence** T331

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Sounds And Vowel Teams**
Introduced sounds T332

Word of the Day –

Build Word of the Day, review five sounds in a closed syllable with a blend before and after the vowel. Have students explain why it is closed and mark. Complete following the Learning Activity procedures. (*trust*) T332

Make It Fun –

- **Stand Up**
Pass out the Word of the Day Cards to each student, divide the class into two teams. Read prompts, students stand as directed by the prompts. Standing students read their word to confirm, give more directives until all students from one team are standing, which is the winning team. T333

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate 3-5 sounds, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T333

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Sounds And Vowel Teams**
Introduced sounds T334

Introduce New Concepts –

- **Teach Letter-Keyword-Sound (ou, oo)**
Using Vowel Teams Poster, review first four rows of vowel teams, then drill the new vowel teams. T334

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1, Day 3 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Word of the Day Cards

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

Week 1, Day 4 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Vowel Teams Poster

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*any, many*) T335

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T335

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

Standard Sound Cards

Vowels and 4-5 consonants.

R-Controlled Vowel Sounds And Vowel Teams

Introduced sounds

Trick Word Drill

Trick Words that have been introduced, but not mastered. T336

Word Talk –

Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

Read Word of the Day Cards Practice Pack

Students quickly read Word of The Day Cards, without tapping.

Display Words

Display selected words and discuss meaning and structure, students mark words. T336

Storytime –

The Skunk

Students read scooped story silently, discuss title and make predictions.

Read the Story

Complete following the Learning Activity procedures.

Mark Words

Select students to mark words:

Underline some blends

Circle all quotation marks

Highlight exclamation points

Underline base words, circle the suffixes

Star the bonus letter T337

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Sounds And Vowel Teams**

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 1, Day 5 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph

Week 2, Day 1 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo

Grade 1 Foundations

Introduced sounds T338

Word Play –

- **Make Words For Decoding**
Use Standard Sound Cards to make 5-6 unit words, students tap to decode. Review concepts and mark up words for blends. T338

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*how, now, down*) T339

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T339

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Sounds And Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T340

Word of the Day –

Build Word of the Day, review five sounds in a closed syllable with a three letter blend. Have students explain why it is closed and mark. Complete following the Learning Activity procedures. (*strap*) T340

Introduce New Concepts –

- **Teach Reading Words With A Suffix**
Using Standard Sound Cards and a suffix frame, make 8-10 unit words with a suffix. Students read and mark words.
- **Teach Spelling Words With A Suffix**
Dictate 4-5 words with a suffix, select student to name and spell the words. T341

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate 3-5 sounds, complete following the Learning Activity procedures.

o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 2, Day 2 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles

Grade 1 Foundations

- **Echo/Find Words**

Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T341

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Sounds And Vowel Teams**
Introduced sounds T342

Introduce New Concepts –

- **Teach Letter-Keyword-Sound (ue, ew)**
Using Vowel Teams Poster, review first four rows of vowel teams, then drill the new vowel teams. T342

Make It Fun –

- **Stand Up**
Pass out the Word of the Day Cards to each student, divide the class into two teams. Read prompts, students stand as directed by the prompts. Standing students read their word to confirm, give more directives until all students from one team are standing, which is the winning team. T343

Word of the Day –

Build Word of the Day, review base word and suffix with five sounds in a closed syllable. Have students explain why it is closed and mark. Complete following the Learning Activity procedures. (*clump(s)*) T343

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T343

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Sounds And Vowel Teams**
Introduced sounds T344

Word Play –

- **Make Words For Decoding**
Use Standard Sound Cards to make 5-6 unit words, students tap to decode. Review concepts and mark up words for blends.
- **Make Nonsense Words**

- Unit Sound Resource List

- Unit Word Resource List

Week 2, Day 3 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Vowel Teams Poster

- Word of the Day Cards

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2, Day 4 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Unit Nonsense Word Resource List

Grade 1 Foundations

Use Standard Sound Cards to make 8-10 nonsense words, students tap to read them. Review concepts and mark up words. T344

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate 3-5 sounds, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T345

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T345

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Sounds And Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T346

Storytime –

- **The Skunk**
Students read scooped story silently, discuss title and remember the story. Student retells the story, referring to picture notes as needed. Read the story chorally.
- **Make A Movie**
Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students retell the story, and discuss how the characters felt throughout the story. Students read the story in pairs to build fluency. Mark up current Unit Words. T346-347

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T347

Week 3, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 2, Day 5 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph
- Copy of the phrased story for each student (Fluency Kit)
- Unit Current Word Resource List

- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 3, Day 1 in Foundations

- Standard Sound Cards

Grade 1 Foundations

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowels and Vowel Teams**
Introduced sounds T348

Introduce New Concepts –

- **Teach Reading Words With A Suffix (-ed, -ing)**
Using Standard Sound Cards and a suffix frame, build the word **rented**, change the suffix ending to **-ing** to make the word renting. Explain the suffix meanings. Make 8-10 unit words with a suffix. Students read and mark words.
- **Teach Spelling Words With A Suffix**
Dictate 4-5 words with a suffix, select student to name and spell the words. T348-349

Word of the Day –

Build Word of the Day, review the suffix **-ing** and closed syllables, and how they are marked. Complete following the Learning Activity procedures. (*blend(ing)*) T349

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate 3-5 sounds, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T349

Week 3, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Sounds And Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T350

Introduce New Concepts –

- **Teach Letter-Keyword-Sound (au, aw)**
Using Vowel Teams Poster, review first five rows of vowel teams, then drill the new vowel teams. T350

Word Talk –

Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read Word of The Day Cards, without tapping.
- **Display Words**

- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

Week 3, Day 2 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
o used throughout lesson

- Vowel Teams Poster

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

Grade 1 Foundations

Display selected words and discuss meaning and structure, students mark words. T351

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T351

Week 3, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T352

Word of the Day –

Build Word of the Day, mark the word. Complete following the Learning Activity procedures. (*plant(ed)*) T352

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*out, about, our*) T353

Week 3, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **R-Controlled Vowel Sounds And Vowel Teams**
Introduced sounds T354

Word Talk –

Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read Word of The Day Cards, without tapping.
- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T354

Make It Fun –

- **Scrambled Sentences**

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 3, Day 3 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Trick Word Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Week 3, Day 4 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Unit Sentence Resource List

Grade 1 Foundations

Write words from sentences on frames and put in a vertical column in random order. Student rearranges words into a sentence, with punctuation and capitalization. T355

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T355

Week 3, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T356

Storytime –

- **The Skunk**
Students re-read scooped story silently and retell.
- **Narrative vs. Informational**
Using The Skunk and an informational text about skunks, discuss the differences and similarities between the two texts, document findings on chart paper. T356

Unit 10

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Students Do The Following to Above Words**
Underline blends with two lines
Underline base word and circle suffix
- **Dictate Sentences**
Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T357

If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.

Track scores with the Unit Test Tracker (PLC).

- Sentence Frames

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 3, Day 5 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph
- Informational Text (teacher supplied)

Unit 10

- Composition Book
- Unit Test Tracker (PLC)

Grade 1 Foundations

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what do you know about that sound? How is it used?)</p> <p>Alphabetize tiles on the blank side of Letter Board.</p> <p>During dictation, students write word more than once, focusing on letter formation</p> <p>Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.</p> <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>Ask challenging questions (e.g., what do you know about that sound? How is it used?)</p> <p>Alphabetize tiles on the blank side of Letter Board.</p> <p>During dictation, students write word more than once, focusing on letter formation</p> <p>Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.</p> <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>Remind students to use resources</p> <p>Pair with a more proficient student</p> <p>Assist by helping students tap or tapping fingers on table</p> <p>When reciting alphabet, help students point to each letter</p> <p>Use Unit Resources to make additional word practice</p> <p>Provide extra practice with gross motor letter formation</p> <p>Make flashcards to practice automatic reading of trick words</p> <p>Use additional decoding cues for trouble spots</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>Remind students to use resources</p> <p>Pair with a more proficient student</p> <p>Assist by helping students tap or tapping fingers on table</p> <p>When reciting alphabet, help students point to each letter</p> <p>Use Unit Resources to make additional word practice</p> <p>Provide extra practice with gross motor letter formation</p> <p>Make flashcards to practice automatic reading of trick words</p> <p>Use additional decoding cues for trouble spots</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>

Unit Title: Unit 11 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** – Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading on a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

Grade 1 Foundations

- **RL.CT.1.8** - Identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.CR.1.1** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2** - Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3** - Describe the relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.PP.1.5** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.MF.1.6** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.CT.1.8** - Identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS ELA Foundational Skills: Reading Language

- **L.RF.1.1** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.a** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.b** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.c** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.d** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.a** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.b** - Decode regularly spelled one-syllable words
- **L.RF.1.3.c** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.d** - Distinguish long and short vowels when reading regularly spelled one-syllable words.
- **L.RF.1.4** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.a** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.b** - Read grade-level text orally with accuracy, appropriate rate, and expression

NJSLS ELA Speaking and Listening

- **SL.PE.1.1** - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.a** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.b** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.c** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.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.PI.1.4** - Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6** - Produce complete sentences when appropriate to task and situation.

NJSLS ELA Foundational Skills: Writing Language

- **L.WF.1.1** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

Grade 1 Foundations

- **L.WF.1.1.a** - Write the upper and lowercase alphabets from memory.
- **L.WF.1.1.b** - Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.1.1.c** - Orally segment the phonemes in any single syllable, spoken word.
- **L.WF.1.1.d** - Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2** - Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
 - **L.WF.1.2.a** - Short vowels and single consonants.
 - **L.WF.1.2.b** - Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
 - **L.WF.1.2.c** - Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
 - **L.WF.1.3.b** - Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
 - **L.WF.1.3.c** - Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
 - **L.WF.1.3.d** - Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - **L.WF.1.3.h** - Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - **L.WF.1.3.i** - Use conjunctions appropriately in sentences (e.g., and, but, so, because)
- **L.KL.1.1** - With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases on grade 1 reading and content.
 - **L.VL.1.2.a** - Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- **L.VL.1.3** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - **L.VL.1.3.a** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Segment syllables into sounds (phonemes) – up to five sounds
- Name sounds of primary consonants, consonant digraphs, and short and long vowels when given letters
- Name and write corresponding letters(s) when given sounds for consonants, consonant digraphs, and short and long vowels
- Distinguish long and short vowel sounds
- Name sounds for r-controlled words
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as blends, digraphs, base words, suffixes, and syllable types
- Read and spell CVC, CCVC, CVCC, CCVCC, and CVCe words
- Read and spell words with **-s, -ed, -ing** suffixes when added to non-changing base words

Essential/Guiding Question:

- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How can I improve my speed, accuracy, and expression when reading?
- How do good readers sound?
- How will practice help us read and spell better?

Grade 1 Foundations

<ul style="list-style-type: none"> • Explain major differences between fictional stories and informational text • Read controlled stories with fluency, expression, and understanding 	
<p>Content: Big Idea: Introduce vowel-consonant-e syllable pattern.</p> <p>Learning Activity Overview:</p> <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation Sounds – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 3. Dictation/Trick Words – Students practice the spelling of high-frequency words. 4. Dictation/Words (Single Syllable Words) – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 5. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 6. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 7. Echo/Find Words (Single Syllable Words) – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. 8. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity. 9. Storytime – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> • Vowel-consonant-e syllable in one-syllable words • Long vowel sounds • Narrative fiction vs. informational books • Reading with accuracy and prosody • High frequency trick words: friend, other, another, none, nothing • Sample words: stove, hope, caves

Grade 1 Foundations

auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation and reading fluency.

10. **Teach Trick Words: Reading** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.
11. **Teach Trick Words: Spelling** – Students learn to spell high frequency words using gross motor memory.
12. **Word of the Day** – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.
13. **Word Play** – Activities teach or reinforce the development of decoding and spelling skills.
14. **Word Talk** – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Letter Formation
 - o Sound Recognition
 - o Story Retelling
- Handwriting
- Letter Sound Correspondence

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T363.

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T366

Introduce New Concepts –

- **Teach Long Vowel Sounds**

Resources:

Week 1, Day 1 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Sound Cards

Grade 1 Foundations

Introduce the new vowel Large Sound Cards in order, explaining the new (long) vowel sound.

- **Teach Vowel-Consonant-E Syllable**

Using Standard Sound Cards, review closed syllable, making the word **hop**, then tap the word **hope**. Explain that hope also has three sounds, but with a different vowel sound. Explain that the **e** in hope is silent, but makes the vowel long.

- **Teach The Sound /z/ As In Wise**

Make the word **bugs**, and ask the sound the suffix **-s** makes in this word. Give other examples of words with the /z/ sound spelled **s**.

- **Teach Students To Mark Words**

Demonstrate how to mark the vowel-consonant-e syllable type.

- **Student Notebook Entry**

Students color the vowel-consonant-e pictures in the Sounds section of their Student Notebooks. T367

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**

New vowel sounds

- **Vowel Sounds Poster**

Practice long and short vowels

- **Standard Sound Cards**

Vowels with both sounds and 4-5 consonants. T368

Introduce New Concepts –

- **Teach Echo/Find Letters**

Using the Standard Sound Cards, review the v-e syllable. Illustrate by using a blank Standard Sound Card to represent the consonant.

- **Teach Spelling**

Dictate words and have students repeat and tap, listening for the short or long vowel sound. Students build words with the Standard Sound Cards and name the letters aloud. T368-369

Echo/Find Letters and Words –

- **Echo/Find Letters**

Dictate the long sounds of vowels, complete following the Learning Activity procedures.

- **Echo/Find Words**

Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T369

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**

- **Unit Words**

- **Trick Words**

- Standard Sound Cards
- Student Notebook
- Unit Word Resource List

Week 1, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Sounds Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames

Grade 1 Foundations

- **Sentence** T369

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New vowel sounds
- **Vowel Sounds Poster**
Practice long and short vowels
- **Standard Sound Cards**
Vowels with both sounds and 4-5 consonants.
T370

Word of the Day –

Build Word of the Day, review v-e syllable, mark the word.

Complete following the Learning Activity procedures. (*globe*)
T370

Make It Fun –

- **Stand Up**
Pass out the Word of the Day Cards to each student.
Write the headings, 'Closed Syllable' and 'Vowel-Consonant-e Syllable'. Call students in small groups to write their word in the correct column.
Repeat, using words from the Unit Resource List.
T371

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate the long sounds of vowels, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T371

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Vowel Sounds Poster**
Practice long and short vowels
- **Standard Sound Cards**
Vowels with both sounds and 4-5 consonants.
T372

Word of the Day –

Build Word of the Day, review v-e syllable, mark the word.

Complete following the Learning Activity procedures. (*brave*)
T372

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.

- Unit Resource Lists

Week 1, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Sounds Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Word of the Day Cards
- Unit Word Resource List

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

Week 1, Day 4 in Foundations

- Standard Sound Cards
- Vowel Sounds Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

Spelling

Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*friend, other, another*) T373

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Vowel Sounds Poster**
Practice long and short vowels
- **Standard Sound Cards**
Vowels with both sounds and 4-5 consonants. T374

Word Talk –

Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read Word of The Day Cards, without tapping.
- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T374

Storytime –

- **Jake The Whale**
Students read scooped story silently, discuss title and make predictions.
- **Read the Story**
Complete following the Learning Activity procedures.
- **Mark Words**
Select students to mark words:
Mark all v-e words
Find and circle some trick words T375

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Vowel Sounds Poster**
Practice long and short vowels
- **Standard Sound Cards**
Vowels with both sounds and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T376

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**

Week 1, Day 5 in Foundations

- Standard Sound Cards
- Vowel Sounds Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph

Week 2, Day 1 in Foundations

- Standard Sound Cards
- Vowel Sounds Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*none, nothing*) T376

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T377

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Vowel Sounds Poster**
Practice long and short vowels
- **Standard Sound Cards**
Vowels with both sounds and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T378

Word of the Day –

Build Word of the Day, review v-e syllable, mark the word. Complete following the Learning Activity procedures. (*swipe*) T378

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate the long sounds of vowels, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T379

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T379

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Vowel Sounds Poster**
Practice long and short vowels
- **Standard Sound Cards**
Vowels with both sounds and 4-5 consonants.
- **R-Controlled Vowel Sounds**
Introduced sounds T380

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 2, Day 2 in Foundations

- Standard Sound Cards
- Vowel Sounds Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2, Day 3 in Foundations

- Standard Sound Cards
- Vowel Sounds Poster
- R-controlled Vowel Sounds Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 1 Foundations

Word Talk –

Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read Word of The Day Cards, without tapping.
- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T380

Make It Fun –

- **Stand Up**
Pass out the Word of the Day Cards to each student. Write the headings, 'Closed Syllable' and 'Vowel-Consonant-e Syllable'. Call students in small groups to write their word in the correct column. Repeat, using words from the Unit Resource List. T381

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T381

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Vowel Sounds Poster**
Practice long and short vowels
- **Standard Sound Cards**
Vowels with both sounds and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T382

Word of the Day –

Build Word of the Day, review v-e syllable, mark the word. Complete following the Learning Activity procedures. (*tape*) T382

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T383

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Vowel Sounds Poster**

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Word of the Day Cards
- Unit Word Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 2, Day 4 in Foundations

- Standard Sound Cards
- Vowel Sounds Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2, Day 5 in Foundations

- Standard Sound Cards
- Vowel Sounds Poster

Grade 1 Foundations

- Practice long and short vowels
- **Standard Sound Cards**
Vowels with both sounds and 4-5 consonants.
T384

Storytime –

- **Jake the Whale**
Students read scooped story silently, discuss title and remember the story. Student retells the story, referring to picture notes as needed. Read the story chorally.
- **Make A Movie**
Students ‘make a movie’ in their heads by closing their eyes and picturing the story. Students retell the story, and discuss how the characters felt throughout the story. Students read the story in pairs to build fluency. Mark up current Unit Words. T384-385

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T385

Week 3, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels with both sounds and 4-5 consonants.
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T386

Word Play –

- **Make Words For Decoding**
Use Standard Sound Cards to make 5-6 unit words, students tap to decode. Review concepts and mark up words for blends.
- **Read Sentences**
Write sentences on Sentence Frames and phrase. Complete following Learning Activity procedures. T386

Introduce New Concepts –

- **Teach Reading of V-E Words With A Suffix**
Using Standard Sound Cards and a suffix frame, to build words with the suffix –s. Make 5-6 unit words with the Standard Sound Cards and add the suffix –s frame.
- **Teach Spelling Of V-E Words With A Suffix**
Dictate 3-4 words with a suffix, select student to name and spell the words. T387

- Echo and/or Baby Echo
 - o used throughout lesson

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph
- Copy of the phrased story for each student (Fluency Kit)
- Unit Current Word Resource List

- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 3, Day 1 in Foundations

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Sentence Frames

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List

Grade 1 Foundations

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate the long sounds of vowels, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T387

Week 3, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels with both sounds and 4-5 consonants.
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T388

Word of the Day –

Build Word of the Day, review v-e syllable, mark the word. Complete following the Learning Activity procedures. (*tribe(s)*) T388

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T389

Week 3, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels with both sounds and 4-5 consonants.
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T390

Word Talk –

Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read Word of The Day Cards, without tapping.
- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T390

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

Week 3, Day 2 in Foundations

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 3, Day 3 in Foundations

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

Grade 1 Foundations

Make It Fun –

- **Stand Up**
Pass out the Word of the Day Cards to each student. Write the headings, 'Closed Syllable' and 'Vowel-Consonant-e Syllable'. Call students in small groups to write their word in the correct column. Repeat, using words from the Unit Resource List. T391

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T391

Week 3, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels with both sounds and 4-5 consonants.
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T392

Word Play –

- **Make Nonsense Words**
Use Standard Sound Cards to make 8-10 nonsense words, students tap to read them. Review concepts and mark up words. T392

Word of the Day –

Build Word of the Day, review v-e syllable, mark the word. Complete following the Learning Activity procedures. (rule(s)) T393

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T393

Week 3, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels with both sounds and 4-5 consonants.
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T394

- Word of the Day Cards
- Unit Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 3, Day 4 in Foundations

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Unit Nonsense Word Resource List

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 3, Day 5 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 1 Foundations

Word Talk –

Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T394

Storytime –

- **Jake The Whale**
Students re-read scooped story silently and retell.
- **Narrative vs. Informational**
Using Jake The Whale and an informational text about whales, discuss the differences and similarities between the two texts, document findings on chart paper. T395

Unit 11

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently.

Dictate Sounds

Dictate sounds. Students repeat, then write the letter individually.

Dictate Words

Dictate words. Students repeat, then write the word individually.

Students Do The Following to Above Words

Underline base word and circle suffix
Mark the vowel-consonant-e syllables

Dictate Sentences

Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T395

If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.

Track scores with the Unit Test Tracker (PLC).

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph
- Informational Text (teacher supplied)

Unit 11

- Composition Book
- Unit Test Tracker (PLC)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? How is it used?	Ask challenging questions (e.g., what do you know about that sound? How is it used?	Remind students to use resources	Remind students to use resources
Alphabetize tiles on the blank side of Letter Board.	Alphabetize tiles on the blank side of Letter Board.	Pair with a more proficient student	Pair with a more proficient student
During dictation, students write word more than once, focusing on letter formation	During dictation, students write word more than	Assist by helping students tap or tapping fingers on table	Assist by helping students tap or tapping fingers on table

Grade 1 Foundations

<p>Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.</p> <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>once, focusing on letter formation</p> <p>Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.</p> <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>When reciting alphabet, help students point to each letter</p> <p>Use Unit Resources to make additional word practice</p> <p>Provide extra practice with gross motor letter formation</p> <p>Make flashcards to practice automatic reading of trick words</p> <p>Use additional decoding cues for trouble spots</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>When reciting alphabet, help students point to each letter</p> <p>Use Unit Resources to make additional word practice</p> <p>Provide extra practice with gross motor letter formation</p> <p>Make flashcards to practice automatic reading of trick words</p> <p>Use additional decoding cues for trouble spots</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>
--	--	--	--

Unit Title: Unit 12 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** – Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading on a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8** - Identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe the relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.PP.1.5** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.CT.1.8.** - Identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Grade 1 Foundations

NJSLS ELA Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.a.** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.b.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.c.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.d.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.a.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.b.** - Decode regularly spelled one-syllable words
- **L.RF.1.3.c.** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.d.** - Distinguish long and short vowels when reading regularly spelled one-syllable words.
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.a.** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.b.** - Read grade-level text orally with accuracy, appropriate rate, and expression

NJSLS ELA Speaking and Listening

- **SL.PE.1.1.** - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.a.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.b.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.c.** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.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.PI.1.4.** - Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS ELA Foundational Skills: Writing Language

- **L.WF.1.1** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.1.a** - Write the upper and lowercase alphabets from memory.
- **L.WF.1.1.b** - Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.1.1.c** - Orally segment the phonemes in any single syllable, spoken word.
- **L.WF.1.1.d** - Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2** - Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
- **L.WF.1.2.a** - Short vowels and single consonants.
- **L.WF.1.2.b** - Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- **L.WF.1.2.c** - Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
- **L.WF.1.3.b** - Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.

Grade 1 Foundations

- **L.WF.1.3.c** - Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- **L.WF.1.3.d** - Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- **L.WF.1.3.h** - Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- **L.WF.1.3.i** Use conjunctions appropriately in sentences (e.g., and, but, so, because)
- **L.KL.1.1** - With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases on grade 1 reading and content.
- **L.VL.1.2.a** - Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- **L.VL.1.3** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VL.1.3.a** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Distinguish long and short vowel sounds
- Name sounds for r-controlled words
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as blends, digraphs, base words, suffixes, and syllable types
- Read and spell CVC, CCVC, CVCC, CCVCC, and CVCe words
- Read and spell compound words and other words with two-syllables by breaking them into syllables
- Read and spell words with **-s, -ed, -ing** suffixes when added to non-changing base words
- Apply capitalization rules for beginning of sentences and names of people, places, and dates
- Explain major differences between fictional stories and informational text
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How can I improve my speed, accuracy, and expression when reading?
- How do good readers sound?
- How will practice help us read and spell better?

Content:

Big Idea: Change focus from sounds to syllables.

Learning Activity Overview:

1. **Dictation/Sentences** – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance.
2. **Dictation Sounds** – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps

Skills(Objectives):

- Concept of syllable in multisyllabic words
- Compound words
- Syllable division rules
- Reading and spelling words with two closed syllables or closed and v-e syllables
- Reading with accuracy and prosody

Grade 1 Foundations

students solidify both sound-symbol correspondence and letter formation.

3. **Dictation/Trick Words** – Students practice the spelling of high-frequency words.
4. **Dictation/Words (Multisyllabic Words)** – When spelling with more than one syllable, it is important to reinforce the procedure of dealing with one syllable at a time.
5. **Drill Sounds/Warm-up** – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling.
6. **Echo/Find Letters** – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
7. **Echo/Find Words (Multisyllabic Words)** – This helps students to learn to break words into syllables and spell one-syllable at a time, and simplifies the task of spelling longer words.
8. **Make It Fun** – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.
9. **Storytime** – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
10. **Teach Trick Words: Reading** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.
11. **Teach Trick Words: Spelling** – Students learn to spell high frequency words using gross motor memory.
12. **Word of the Day** – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.

- Paragraph structure
- High frequency trick words: **people, month, little, been, own, want, Mr., Mrs.**
- Sample words: **sunset, finish, reptile**

Grade 1 Foundations

13. **Word Talk** – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Letter Formation
 - o Sound Recognition
 - o Story Retelling
- Handwriting
- Letter Sound Correspondence

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T401.

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T404

Introduce New Concepts –

- **Teach Syllable Division**
Explain that words are made up of parts, called syllables. Write **bath** on a white Syllable Frame, students read. Write **tub** on another white Syllable Frame, students read. Combine the two frames to form the word **bathtub**. Repeat with various Unit words. Point out that syllables are separated by consonants.
- **Student Notebook Entry**
Add words to the Closed Syllable page of their Student Notebook. T404-405

Word of the Day –

Build Word of the Day, review syllable division, write word on Syllable Frames, and mark the word. Complete following the Learning Activity procedures. (*upset*) T405

Resources:

Week 1, Day 1 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Syllable Frames
- Unit Word Resource List
- Student Notebook

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T406

Introduce New Concepts –

- **Teach Concepts**
Build the word **limit**. Explain that if there is only one consonant between two vowels, with closed syllables, it goes to the first syllable to close in the first vowel. Write the word on Syllable Frames to illustrate the division.
- **Make Words**
Use the Standard Sound Cards and Syllable Frames to make several Unit words.
- **Student Notebook Entry**
Students add the word **limit** to the Vocabulary Section of their Student Notebook.
- **Teach Spelling**
Students use their Magnetic Letter Tiles and Letter Boards to segment syllables, rather than sounds. Once the word is segmented into syllables, students tap each syllable to spell. T406-407

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words** (multisyllabic)
- **Trick Words**
- **Sentence** T407

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T408

Word of the Day –

Build Word of the Day, review syllable division, write word on Syllable Frames, and mark the word. Complete following the Learning Activity procedures. (*limit*) T408

Week 1, Day 2 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Syllable Frames
- Standard Sound Cards
- Magnetic Letter Board
- Letter Tiles
- Unit Word Resource List
- Student Notebook

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 1, Day 3 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

Make It Fun –

- **Scrambled Sentences**
Write words from sentences on frames and put in a vertical column in random order. Student rearranges words into a sentence, with punctuation and capitalization. T409

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate the long sounds of vowels, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T410

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T410

Word Talk –

Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T410

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*people, month*) T411

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T412

- Unit Sentence Resource List
- Sentence Frames

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

Week 1, Day 4 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Week 1, Day 5 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

Grade 1 Foundations

Word Talk –

Make 3-4 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards without tapping.
- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T412

Storytime –

- **Jackson**
Students read scooped story silently, discuss title and make predictions.
- **Read the Story**
Complete following the Learning Activity procedures.
- **Mark Words**
Select students to mark words:
Scoop into syllables T413

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T414

Introduce New Concepts –

- **Teach Reading of Two-Syllable Words With V-E Syllables**
Explain that vowel-consonant-e syllables can be combined with closed syllables to make longer words. Make the word **mistake**, point out that although there are three vowels in the word, there are only two-syllables because the **e** is silent. Using Standard Sound Cards, build several words.
- **Teach Spelling**
Explain that students will use the same procedure for spelling multisyllabic words with v-e syllables as those with closed syllables. Using the Syllable Frames on the Dry Erase Tablets, divide words into syllables, tap to spell each syllable. T414-415

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words** (multisyllabic)
- **Trick Words**
- **Sentence** T415

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph

Week 2, Day 1 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Dry Erase Boards
- Syllable Frames
- Unit Word Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Grade 1 Foundations

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T416

Word of the Day –

Build Word of the Day, review syllable division with v-e and closed syllables, write word on Syllable Frames, and mark the word. Complete following the Learning Activity procedures. (*excuse*) T416

Introduce New Concepts –

- **Compound Words**
Using Standard Sound Cards, make the word **fireman** and separate it between the two words. Using Syllable Frames, build compound words from the Unit Resources, have students mark. T417

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*been, little*) T417

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T418

Word of the Day –

Build Word of the Day, review syllable division, write word on Syllable Frames, and mark the word. Complete following the Learning Activity procedures. (*dislike*) T418

Week 2, Day 2 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Syllable Frames
- Unit Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Week 2, Day 3 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

Make It Fun –

- **Syllable Match**
Write the first syllable of a word in a left hand column, and the second syllable in a right hand column. Put four syllables in each column. Students draw lines from left to right to connect syllables to build words. Write words on Syllable Frames. T419

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T419

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T420

Word Talk –

Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards without tapping.
- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T420

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*own, want*) T421

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words** (multisyllabic)
- **Trick Words**
- **Sentence** T421

- Syllable Frames
- Unit Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2, Day 4 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Grade 1 Foundations

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants T422

Word Talk –

Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards without tapping.
- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T422

Storytime –

- **Jackson**
Students read scooped story silently, discuss title and remember the story. Student retells the story, referring to picture notes as needed. Read the story chorally.
- **Make A Movie**
Students 'make a movie' in their heads by closing their eyes and picturing the story. Students retell the story, and discuss how the characters felt throughout the story. Students read the story in pairs to build fluency. Mark up current Unit Words. T422-423

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T423

Week 3, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T424

Introduce New Concepts –

- **Teach The Spelling Of IC**
Using Standard Sound Cards, make the word **public**. Explain that any multisyllabic word ending with **-ic** is spelled with the letter 'c'. Using Syllable Frames, write a

Week 2, Day 5 in Foundations

- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph
- Copy of the phrased story for each student (Fluency Kit)
- Unit Current Word Resource List

- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 3, Day 1 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Syllable Frames
- Unit Word Resource List
- Student Notebook

Grade 1 Foundations

Unit Word and have students scoop the syllables and read it.

- **Student Notebook Entry**
Students add **public** to their Student Notebooks. T424

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate the long sounds of vowels, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T425

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T425

Week 3, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T426

Word of the Day –

Build Word of the Day, review syllable division, reteach multisyllabic words ending in –ic, write word on Syllable Frames, and mark the word. Complete following the Learning Activity procedures. (*frantic*) T426

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*Mr., Mrs.*) T427

Week 3, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 3, Day 2 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Week 3, Day 3 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards

Grade 1 Foundations

- Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T428

Word of the Day –

Build Word of the Day, review syllable division, write word on Syllable Frames, and mark the word. Complete following the Learning Activity procedures. (*plastic*) T428

Make It Fun –

- **Syllable Match**
Write the first syllable of a word in a left hand column, and the second syllable in a right hand column. Put four syllables in each column. Students draw lines from left to right to connect syllables to build words. Write words on Syllable Frames. T429

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate the long sounds of vowels, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T429

Week 3, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T430

Word Talk –

Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards without tapping.
- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T430

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T431

- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

Week 3, Day 4 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Grade 1 Foundations

Week 3, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T432

Word Talk –

Display selected words and discuss meaning and structure, students mark words. T432

Storytime –

Remind students that some books have made-up stories and some tell us true information. Read informational book, having them name one fact from each page. Record facts on chart paper. Use facts to write an informational paragraph. Choral read the paragraph, modeling fluency. T433

Unit 12

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently.

Dictate Sounds

Dictate sounds. Students repeat, then write the letter individually.

Dictate Words

Dictate words. Students repeat, then write the word individually.

Students Do The Following to Above Words

Scoop or underline into two-syllables and circle any suffix -s

Dictate Sentences

Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T433

If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.

Track scores with the Unit Test Tracker (PLC).

Week 3, Day 5 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List

- Large Chart Paper
- Informational Text on an animal
- Unit Current Word Resource List

Unit 12

- Composition Book
- Unit Test Tracker (PLC)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? How is it used?	Ask challenging questions (e.g., what do you know about that sound? How is it used?	Remind students to use resources	Remind students to use resources
Alphabetize tiles on the blank side of Letter Board.		Pair with a more proficient student	Pair with a more proficient student

Grade 1 Foundations

<p>During dictation, students write word more than once, focusing on letter formation</p> <p>Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.</p> <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>Alphabetize tiles on the blank side of Letter Board.</p> <p>During dictation, students write word more than once, focusing on letter formation</p> <p>Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.</p> <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>Assist by helping students tap or tapping fingers on table</p> <p>When reciting alphabet, help students point to each letter</p> <p>Use Unit Resources to make additional word practice</p> <p>Provide extra practice with gross motor letter formation</p> <p>Make flashcards to practice automatic reading of trick words</p> <p>Use additional decoding cues for trouble spots</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>Assist by helping students tap or tapping fingers on table</p> <p>When reciting alphabet, help students point to each letter</p> <p>Use Unit Resources to make additional word practice</p> <p>Provide extra practice with gross motor letter formation</p> <p>Make flashcards to practice automatic reading of trick words</p> <p>Use additional decoding cues for trouble spots</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>
--	--	--	--

Unit Title: Unit 13 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** – Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading on a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8** - Identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe the relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.PP.1.5** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Grade 1 Foundations

- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.CT.1.8.** - Identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS ELA Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.a** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.b.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **L.RF.1.2.c.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.d.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.a.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.b.** - Decode regularly spelled one-syllable words
- **L.RF.1.3.c** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.d** - Distinguish long and short vowels when reading regularly spelled one-syllable words.
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.a** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.b.** - Read grade-level text orally with accuracy, appropriate rate, and expression

NJSLS ELA Speaking and Listening

- **SL.PE.1.1.-** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.a.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.b.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.c.** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.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.PI.1.4.** - Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS ELA Foundational Skills: Writing Language

- **L.WF.1.1** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.1.a** - Write the upper and lowercase alphabets from memory.
- **L.WF.1.1.b** - Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.1.1.c** - Orally segment the phonemes in any single syllable, spoken word.
- **L.WF.1.1.d** - Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2** - Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
- **L.WF.1.2.a** - Short vowels and single consonants.
- **L.WF.1.2.b** - Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
- **L.WF.1.2.c** - Initial and final consonant blends (must, slab, plump).

Grade 1 Foundations

- **L.WF.1.3** - Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
- **L.WF.1.3.b** - Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
- **L.WF.1.3.c** - Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- **L.WF.1.3.d** - Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- **L.WF.1.3.h** - Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- **L.WF.1.3.i** Use conjunctions appropriately in sentences (e.g., and, but, so, because)
- **L.KL.1.1** - With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases on grade 1 reading and content.
- **L.VL.1.2.a** - Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- **L.VL.1.3** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VL.1.3.a** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Distinguish long and short vowel sounds
- Name sounds for r-controlled words
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as blends, digraphs, base words, suffixes, and syllable types
- Read and spell CVC, CCVC, CVCC, CCVCC, and CVCe words
- Read and spell compound words and other words with two-syllables by breaking them into syllables
- Read and spell words with **-s, -ed, -ing** suffixes when added to non-changing base words
- Apply capitalization rules for beginning of sentences and names of people, places, and dates
- Explain major differences between fictional stories and informational text
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How are words divided into syllables?
- How can I improve my speed, accuracy, and expression when reading?

Content:

Big Idea: Add suffixes **-s, -ed, and -ing** to two syllable words with closed and vowel-consonant-e syllables. Introduce suffix **-es**.

Learning Activity Overview:

1. **Dictation/Sentences** – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance.

Skills(Objectives):

- Suffix **-s, -ing, -ed** added to multisyllabic words
- Suffix **-es** added to base words with closed syllables
- **Reading** with accuracy and prosody
- Paragraph structure
- High frequency trick words: **work, word, write, being, their, first, look, good, new**
- Sample words: **trombones, picnics, boxes, finishes**

Grade 1 Foundations

2. **Dictation Sounds** – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
3. **Dictation/Trick Words** – Students practice the spelling of high-frequency words.
4. **Dictation/Words (Multisyllabic Words)** – When spelling with more than one syllable, it is important to reinforce the procedure of dealing with one syllable at a time.
5. **Drill Sounds/Warm-up** – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling.
6. **Echo/Find Letters** – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
7. **Echo/Find Words (Multisyllabic Words)** – This helps students to learn to break words into syllables and spell one-syllable at a time, and simplifies the task of spelling longer words.
8. **Make It Fun** – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.
9. **Storytime** – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
10. **Teach Trick Words: Reading** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.
11. **Teach Trick Words: Spelling** – Students learn to spell high frequency words using gross motor memory.

Grade 1 Foundations

12. **Word of the Day** – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.
13. **Word Play** – Activities teach or reinforce the development of decoding and spelling skills.
14. **Word Talk** – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Letter Formation
 - o Sound Recognition
 - o Story Retelling
- Handwriting
- Letter Sound Correspondence

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T439.

Complete the following Learning Activity procedures.

- **Large Sound Cards**
V-e sounds and any challenging sounds
- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T442

Introduce New Concepts –

- **Teach Adding Suffixes –s, -ed, -ing To Multisyllabic Words**
Using Standard Sound Cards, Syllable Frames, and Suffix Frame make the word **invents**. Change the suffix to –ing, then –ed. Provide several examples.
- **Review Marking Of Words**
Scoop or underline syllables, circle the suffix. T442-443

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.

Resources:

Week 1, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Syllable Frames
- Suffix Frame
- Unit Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid

Grade 1 Foundations

- **Spelling**

Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*work, word, write*) T443

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T444

Word of the Day –

Build Word of the Day, review base word and suffix, closed and v-e syllables. Write word on Syllable Frames, mark the word. Complete following the Learning Activity procedures. (*include(s)*) T444

Introduce New Concepts –

- **Teach Spelling Of Multisyllabic Words With A Suffix**
Dictate current Unit words. Students spell base word first, then add the suffix. Show students how to scoop and read the syllables, circle the suffix to proofread the word.
T444-445

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T445

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T446

Word Talk –

Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards without tapping.
- **Display Words**

- Student Notebook

Week 1, Day 2 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

- Syllable Frames
- Suffix Frame
- Unit Word Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 1, Day 3 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

Grade 1 Foundations

Display selected words and discuss meaning and structure, students mark words. T446

Make It Fun –

- **Scrambled Sentences**
Write words from sentences on frames and put in a vertical column in random order. Student rearranges words into a sentence, with punctuation and capitalization. T447

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T447

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T448

Word Play –

- **Make Words For Decoding**
Use Standard Sound Cards to make 5-6 unit words, students tap to decode. Review concepts and mark up words for blends.
- **Read Sentences**
Write sentences on Sentence Frames and phrase. Complete following Learning Activity procedures. T448

Word Talk –

Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards without tapping.
- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T449

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T449

- Unit Sentence Resource List
- Sentence Frames

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 1, Day 4 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Sentence Frames

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Grade 1 Foundations

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T450

Word Talk –

Display selected words and discuss meaning and structure, students mark words. T450

Storytime –

- **Brad's Lost Glasses**
Students read scooped story silently, discuss title and make predictions.
- **Read the Story**
Complete following the Learning Activity procedures.
- **Mark Words**
Select students to mark words:
Make a capital letter frame around words with capital letters and discuss why they are capitalized
Underline base words and circle suffixes
Students find multisyllabic words, underline and mark syllables T451

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds T452

Introduce New Concepts –

- **Teach The –es Suffix**
Explain that –es is a vowel suffix. Add the Suffix Frame to the words **box** and **boss**. Explain that the suffixes **–s** and **–es** that might make a word plural. Provide several examples.
- **Student Notebook Entry**
Enter examples of –es words to the Spelling section of the Student Notebooks.
- **Teach Students To Mark Words**
Underline the base word and circle the suffix. T452-453

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed).

Week 1, Day 5 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph

Week 2, Day 1 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List
- Student Notebook

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

Complete following the Learning Activity procedures.
(*their, being*) T453

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T454

Word of the Day –

Build Word of the Day review the suffix **–es** after certain letters. Write word on Syllable Frames, mark the word. Complete following the Learning Activity procedures. (*wax(es)*) T454

Introduce New Concepts –

- **Teach Spelling**
Dictate current Unit words. Students spell base word first, then add the suffix. Show students how to scoop and read the syllables, circle the suffix to proofread the word.
T454-455

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T455

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds T456

Word of the Day –

Build Word of the Day review the suffix **–es** after certain letters. Write word on Syllable Frames, mark the word. Complete following the Learning Activity procedures. (*cross(es)*) T456

Make It Fun –

- **Suffix Teams**
Write **–s** on one Suffix Frame, and **–es** on another. Divide the class into two teams, select a word with a suffix, say it and have students repeat. Call on a student from each team to select the correct suffix. Write the base word and suffix, students repeat. T457

Week 2, Day 2 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

- Syllable Frames
- Suffix Frame
- Unit Word Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 2, Day 3 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

- Unit Sentence Resource List
- Sentence Frames
- Suffix Frames

Grade 1 Foundations

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T457

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds T458

Word Talk –

Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards without tapping.
- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T458

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (first) T459

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T459

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T460

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2, Day 4 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 2, Day 5 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 1 Foundations

Storytime –

- **Brad's Lost Glasses**
Students read scooped story silently, discuss title and remember the story. Student retells the story, referring to picture notes as needed. Read the story chorally.
- **Make A Movie**
Students 'make a movie' in their heads by closing their eyes and picturing the story. Students retell the story, and discuss how the characters felt throughout the story. Students read the story in pairs to build fluency. Mark up current Unit Words. T460-461

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T461

Week 3, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T462

Introduce New Concepts –

- **Teach The –es Suffix**
Explain that **–es** is a vowel suffix. Add the Suffix Frame to the words **box** and **boss**. Explain that the suffixes **–s** and **–es** that might make a word plural. Provide several examples.
- **Student Notebook Entry**
Enter examples of **–es** words to the Spelling section of the Student Notebooks.
- **Teach Students To Mark Words**
Underline the base word and circle the suffix. T462

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*look, good, new*) T463

- Large Chart Paper or Phrased Story from PLC
- Large Chart Paper for Graph
- Copy of the phrased story for each student (Fluency Kit)
- Unit Current Word Resource List

- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 3, Day 1 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List
- Student Notebook

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

Week 3, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T464

Word of the Day –

Build Word of the Day review the suffix **–es** after certain letters. Write word on Syllable Frames, mark the word. Complete following the Learning Activity procedures. (*finish(es)*) T464

Introduce New Concepts –

- **Review Spelling**
Dictate current Unit words. Students spell base word first, then add the suffix. Dictate 5-6 words with the **–s** or **–es** suffix. Students must establish the habit of naming and spelling the base word before adding the suffix. T465

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T465

Week 3, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T466

Word of the Day –

Build Word of the Day review the suffix **–es** after certain letters. Write word on Syllable Frames, mark the word. Complete following the Learning Activity procedures. (*inch(es)*) T466

Make It Fun –

- **Suffix Teams**
Write **–s** on one Suffix Frame, and **–es** on another. Divide the class into two teams, select a word with a suffix, say it and have students repeat. Call on a student

Week 3, Day 2 in Foundations

- Standard Sound Cards
- R-Controlled Sounds Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

- Syllable Frames
- Suffix Frame
- Unit Word Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 3, Day 3 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

- Unit Sentence Resource List
- Sentence Frames
- Suffix Frames

Grade 1 Foundations

from each team to select the correct suffix. Write the base word and suffix, students repeat. T467

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T467

Week 3, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T468

Word Talk –

Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards without tapping.
- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T468

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate the long sounds of vowels, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T469

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T469

Week 3, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T470

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 3, Day 4 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 3, Day 5 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 1 Foundations

Storytime –

Remind students that some books have made-up stories and some tell us true information. Read informational book, having them name one fact from each page. Record facts on chart paper. Use facts to write an informational paragraph. Choral read the paragraph, modeling fluency. T470

Unit 13

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently.

Dictate Sounds

Dictate sounds. Students repeat, then write the letter individually.

Dictate Words

Dictate words. Students repeat, then write the word individually.

Students Do The Following to Above Words

Scoop the syllables in multisyllabic words
Underline base words and circle the suffixes

Dictate Sentences

Place Sentence Frames and circle those that will have a trick word. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T471

If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.

Track scores with the Unit Test Tracker (PLC).

- Large Chart Paper
- Informational Text on an animal
- Unit Current Word Resource List

Unit 13

- Composition Book
- Unit Test Tracker (PLC)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? How is it used?	Ask challenging questions (e.g., what do you know about that sound? How is it used?	Remind students to use resources	Remind students to use resources
Alphabetize tiles on the blank side of Letter Board.	Alphabetize tiles on the blank side of Letter Board.	Pair with a more proficient student	Pair with a more proficient student
During dictation, students write word more than once, focusing on letter formation	During dictation, students write word more than once, focusing on letter formation	Assist by helping students tap or tapping fingers on table	Assist by helping students tap or tapping fingers on table
Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.	Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.	When reciting alphabet, help students point to each letter	When reciting alphabet, help students point to each letter
Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.		Use Unit Resources to make additional word practice	Use Unit Resources to make additional word practice

Grade 1 Foundations

	Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.	Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria)	Provide extra practice with gross motor letter formation Make flashcards to practice automatic reading of trick words Use additional decoding cues for trouble spots Double-dose lesson during WIN period (if meets eligibility criteria)
--	---	--	--

Unit Title: Unit 14 – Level 1 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.1.1.** - Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.1.2.** – Determine the central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- **RL.IT.1.3.** - Describe characters, settings, and major event(s) in a story, using key details.
- **RL.TS.1.4.** - With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading on a range of text types.
- **RL.PP.1.5.** - Identify who is telling the story at various points in a text.
- **RL.MF.1.6.** - With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- **RL.CT.1.8** - Identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
- **RI.CR.1.1.** - Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- **RI.CI.1.2.** - Determine the main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- **RI.IT.1.3.** - Describe the relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- **RI.PP.1.5** - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI.MF.1.6.** - With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- **RI.CT.1.8.** - Identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

NJSLS ELA Foundational Skills: Reading Language

- **L.RF.1.1.** - Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- **L.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.
- **L.RF.1.2.a** - Distinguish long from short vowel sounds in spoken single-syllable words.
- **L.RF.1.2.b.** - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Grade 1 Foundations

- **L.RF.1.2.c.** - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **L.RF.1.2.d.** - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- **L.RF.1.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.1.3.a.** - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **L.RF.1.3.b.** - Decode regularly spelled one-syllable words
- **L.RF.1.3.c** - Know final -e and common vowel team conventions for representing long vowel sounds.
- **L.RF.1.3.d** - Distinguish long and short vowels when reading regularly spelled one-syllable words.
- **L.RF.1.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.1.4.a** - Read grade-level text with purpose and understanding.
- **L.RF.1.4.b.** - Read grade-level text orally with accuracy, appropriate rate, and expression

NJSLS ELA Speaking and Listening

- **SL.PE.1.1.-** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.1.1.a.** - Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.1.1.b.** - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **SL.PE.1.1.c.** - Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.II.1.2.** - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.ES.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.PI.1.4.** - Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- **SL.UM.1.5.** - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.AS.1.6.** - Produce complete sentences when appropriate to task and situation.

NJSLS ELA Foundational Skills: Writing Language

- **L.WF.1.1** - Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
- **L.WF.1.1.a** - Write the upper and lowercase alphabets from memory.
- **L.WF.1.1.b** - Write a common grapheme (letter or letter group) for each phoneme.
- **L.WF.1.1.c** - Orally segment the phonemes in any single syllable, spoken word.
- **L.WF.1.1.d** - Recognize that each syllable is organized around a vowel sound.
- **L.WF.1.2** - Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
 - **L.WF.1.2.a** - Short vowels and single consonants.
 - **L.WF.1.2.b** - Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
 - **L.WF.1.2.c** - Initial and final consonant blends (must, slab, plump).
- **L.WF.1.3** - Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
 - **L.WF.1.3.b** - Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
 - **L.WF.1.3.c** - Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
 - **L.WF.1.3.d** - Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - **L.WF.1.3.h** - Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - **L.WF.1.3.i** Use conjunctions appropriately in sentences (e.g., and, but, so, because)
- **L.KL.1.1** - With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.VL.1.2** - Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases on grade 1 reading and content.

Grade 1 Foundations

- **L.VL.1.2.a** - Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- **L.VL.1.3** - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VL.1.3.a** - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Distinguish long and short vowel sounds
- Name sounds for r-controlled words
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify word structures such as blends, digraphs, base words, suffixes, and syllable types
- Read and spell CVC, CCVC, CVCC, CCVCC, and CVCe words
- Read and spell compound words and other words with two-syllables by breaking them into syllables
- Read and spell words with **-s, -ed, -ing** suffixes when added to non-changing base words
- Apply capitalization rules for beginning of sentences and names of people, places, and dates
- Explain major differences between fictional stories and informational text
- Read controlled stories with fluency, expression, and understanding

Essential/Guiding Question:

- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How are words divided into syllables?
- How can I improve my speed, accuracy, and expression when reading?

Content:

Big Idea: Review all the concepts of word structure taught in Foundations Level 1.

Learning Activity Overview:

1. **Dictation/Sentences** – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance.
2. **Dictation Sounds** – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
3. **Dictation/Trick Words** – Students practice the spelling of high-frequency words.
4. **Dictation/Words (Multisyllabic Words)** – When spelling with more than one syllable, it is important to reinforce the procedure of dealing with one syllable at a time.

Skills(Objectives):

- Review of word structure and concepts
- Review sentence construction and proofreading
- Review narrative vs. informational text
- High frequency trick words: **water, called, day, may, way**
- Sample words: **blinks, slashing, blended, disrupted, insisting, disputes**

Grade 1 Foundations

5. **Drill Sounds/Warm-up** – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling.
6. **Echo/Find Letters** – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
7. **Echo/Find Words (Multisyllabic Words)** – This helps students to learn to break words into syllables and spell one-syllable at a time, and simplifies the task of spelling longer words.
8. **Make It Fun** – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.
9. **Storytime** – Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
10. **Teach Trick Words: Reading** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces capitalization and punctuation, and reading with prosody.
11. **Teach Trick Words: Spelling** – Students learn to spell high frequency words using gross motor memory.
12. **Word of the Day** – This activity helps students to review the word structure being taught in the current unit and to discuss vocabulary words from that unit.
13. **Word Play** – Activities teach or reinforce the development of decoding and spelling skills.
14. **Word Talk** – Activities are designed to practice decoding and review past concepts and vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word structure and develops vocabulary.

Grade 1 Foundations

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Letter Formation
 - o Sound Recognition
 - o Story Retelling
- Handwriting
- Letter Sound Correspondence

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T477.

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T480

Word Play –

- **Review Word Structure**
Write words with a variety of word structures on the board and have students mark and explain the structures.
- **Review Closed Syllable Concept**
Review the Closed Syllable concept, use Standard Sound Cards to form words, have student discuss the words, why the syllable is closed, and mark. T480-481

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*water, called*) T481

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
V-e sound and any challenging sounds
- **Standard Sound Cards**

Resources:

Week 1, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Syllable Frame
- Unit Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Week 1, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 1 Foundations

Vowels and 4-5 consonants T482

Word Play –

- **Review Vowel-Consonant-E Syllable**
Using Standard Sound Cards, review closed syllables. Practice reading one-syllable closed vs. vowel-consonant-e words. Practice with 8-10 closed and v-e nonsense words.
- **Review The –S and –ES Suffix**
Review suffixes, using the Standard Sound Cards demonstrate adding the **–s** and **–es** suffixes to various words. Discuss if the suffix makes the word plural.
- **Review Spelling**
Dictate various words, and students, using Letter Boards and Tiles, build the words. T482-483

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T483

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T484

Word Play –

- **Review The –ed and –ing Suffixes**
Reteach that there are vowel and consonant suffixes. Write the suffixes **–ed** and **–ing** on Suffix Frames, explain that they are both vowel suffixes. Using the Standard Sound cards, build 3-5 words, including some v-e words, and add both suffixes to them. Discuss words. T 484-485

Word of the Day –

Build Word of the Day and discuss word meaning.

- **Review Concepts**
Review closed syllable base word, syllable type, digraph blend, bonus letter, and suffix **–ing**. Students mark word.
- **Make Words**
Use Standard Sound Cards, Syllable and Suffix Frames to make several Unit words. Students tap and read, scoop syllables.
- **Student Notebook Entry**
Students write the word in the Vocabulary section of their Student Notebook. (*thrill(ing)*) T485

- Standard Sound Cards
- Suffix Frame
- Magnetic Letter Board
- Letter Tiles
- Unit Word Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 1, Day 3 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T485

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T486

Word Talk –

Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards without tapping.
- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T486

Make It Fun –

- **Suffix Shuffle**
Write all taught suffixes on board. Distribute Suffix Frames to each student. Dictate word, students with correct suffix write the word on the board and mark. T487

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T487

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds T488

Storytime –

- **The Big Splash**
Students read scooped story silently, discuss title and make predictions.
- **Make A Movie**

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 1, Day 4 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Unit Word Resource List
- Suffix Frames

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1, Day 5 in Foundations

- Standard Sound Cards
- R-Controlled Vowel Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Chart Paper or Phrased Story from PLC
- Copies of Story for Each Student

Grade 1 Foundations

Complete following the Learning Activity procedures.

- **Mark Words**
Select students to mark words:
Find and mark three words that are closed syllables
Star bonus letters
Scoop the multisyllabic base word that also has a suffix.
Circle the suffixes. T488-489

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T489

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T490

Word Play –

- **Review Syllable Division**
Remind students that words are made up of parts, called syllables. Write multisyllabic words on the board and have students scoop the syllables and explain why they were divided in that way. Continue with 8-10 words.
- **Review Adding Suffixes to Multisyllabic Words**
Use Syllable and Suffix Frames to build 5-8 multi-syllabic words with suffixes. Students scoop syllables and circle suffixes. T 490-491

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate the long sounds of vowels, complete following the Learning Activity procedures.
- **Echo/Find Words**
Dictate words, tap sounds, students echo. Complete following the Learning Activity procedures. T491

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Words**
- **Sentence** T491

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 2, Day 1 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Word Resource List

- Standard Sound Cards
- Magnetic Letter Boards
- Letter Tiles
- Unit Sound Resource List
- Unit Word Resource List

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 2, Day 2 in Foundations

- Standard Sound Cards

Grade 1 Foundations

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T492

Word of the Day –

Build Word of the Day and discuss word meaning.

- **Review Concepts**
Review closed syllable base word, syllable type, digraph blend, bonus letter, and suffix
–ing. Students mark word.
- **Make Words**
Use Standard Sound Cards, Syllable and Suffix Frames to make several Unit words. Students tap and read, scoop syllables.
- **Student Notebook Entry**
Students write the word in the Vocabulary section of their Student Notebook. (*submit*) T492

Make It Fun –

- **Spelling Race**
Divide class into two teams, dictate a word, one member from each team goes to board to write and mark word.
T493

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T493

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T494

Word of the Day –

Build Word of the Day and discuss word meaning.

- **Review Concepts**
Review closed syllable base word, syllable type, digraph blend, bonus letter, and suffix
–ing. Students mark word.
- **Make Words**
Use Standard Sound Cards, Syllable and Suffix Frames to make several Unit words. Students tap and read, scoop syllables.

- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

- Unit Word Resource List

- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2, Day 3 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Syllable Frames
- Large Writing Grid
- Student Notebook

Grade 1 Foundations

- **Student Notebook Entry**
Students write the word in the Vocabulary section of their Student Notebook. (*dispute(s)*) T494

Make It Fun – Suffix Shuffle

Write all taught suffixes on board. Distribute Suffix Frames to each student. Dictate word, students with correct suffix write the word on the board and mark. T495

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T495

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowel Sounds and Vowel Teams**
Introduced sounds
- **Trick Word Drill**
Trick Words that have been introduced, but not mastered. T496

Word Talk –

Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards without tapping.
- **Display Words**
Display selected words and discuss meaning and structure, students mark words. T496

Teach Trick Words –

- **Reading**
Dictate sentence, students echo. Complete following the Learning Activity procedures.
- **Spelling**
Write Trick Word on Large Writing Grid, students discuss, say, sky write (eyes open and closed). Complete following the Learning Activity procedures. (*day, may, way*) T497

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**

- Unit Word Resource List
- Suffix Frames

- Dry Erase Writing Tablet, Marker, Eraser
- Large Writing Grid
- Student Notebook
- Sentence Frames
- Unit Resource Lists

Week 2, Day 4 in Foundations

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word of the Day Cards
- Unit Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Large Writing Grid
- Student Notebook

Week 2, Day 5 in Foundations

- Standard Sound Cards
- R-Controlled Vowels Poster

Grade 1 Foundations

<p>Vowels and 4-5 consonants</p> <ul style="list-style-type: none">● R-Controlled Vowel Sounds and Vowel Teams Introduced sounds● Trick Word Drill Trick Words that have been introduced, but not mastered. T498 <p>Word Talk – Make 4-5 previously taught Words of the Day. Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none">● Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards without tapping.● Display Words Display selected words and discuss meaning and structure, students mark words. T498 <p>Storytime – Students sort books into narrative and informational books. Students vote on which book they would like the teacher to read to them. T499</p> <p>Unit 14 Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds and words. Have students repeat and then write independently.</p> <ul style="list-style-type: none">● Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.● Dictate Words Dictate words. Students repeat, then write the word individually.● Students Do The Following to Above Words Underline or scoop syllables and circle suffixes Mark all closed and v-e syllables● Dictate Sentences Place Sentence Frames and circle those that will have a trick word. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them. T499 <p>If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none">● Vowel Teams Poster● Trick Word Flashcards● Echo and/or Baby Echo<ul style="list-style-type: none">○ used throughout lesson● Standard Sound Cards● Suffix Frames● Unit Word of the Day Cards● Unit Word Resource List● 3-4 Narrative Books (teacher provided)● 3-4 Informational Books (teacher provided) <p>Unit 14</p> <ul style="list-style-type: none">● Composition Book● Unit Test Tracker (PLC)		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Ask challenging questions (e.g., what do you know about that sound? How is it used?</p>	<p>On Grade Level Students</p> <p>Ask challenging questions (e.g., what do you know about that sound? How is it used?</p>	<p>Struggling Students</p> <p>Remind students to use resources</p> <p>Pair with a more proficient student</p>	<p>Special Needs/ELL</p> <p>Remind students to use resources</p> <p>Pair with a more proficient student</p>

Grade 1 Foundations

<p>Alphabetize tiles on the blank side of Letter Board.</p> <p>During dictation, students write word more than once, focusing on letter formation</p> <p>Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.</p> <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>Alphabetize tiles on the blank side of Letter Board.</p> <p>During dictation, students write word more than once, focusing on letter formation</p> <p>Ask student to name a word that starts with, ends with, or contains the dictated sound. Student uses word in a sentence.</p> <p>Students provide multiple meanings, synonyms, antonyms and uses word in a sentence.</p>	<p>Assist by helping students tap or tapping fingers on table</p> <p>When reciting alphabet, help students point to each letter</p> <p>Use Unit Resources to make additional word practice</p> <p>Provide extra practice with gross motor letter formation</p> <p>Make flashcards to practice automatic reading of trick words</p> <p>Use additional decoding cues for trouble spots</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>Assist by helping students tap or tapping fingers on table</p> <p>When reciting alphabet, help students point to each letter</p> <p>Use Unit Resources to make additional word practice</p> <p>Provide extra practice with gross motor letter formation</p> <p>Make flashcards to practice automatic reading of trick words</p> <p>Use additional decoding cues for trouble spots</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>
--	--	--	--



Fundations Pacing Guide

Grade 1

Marking Period	Units	Unit Total*	Cumulative Total**
MP 1	Unit 1	15 days	15 days
MP 1	Unit 2	10 days	25 days
MP 1	Unit 3	10 days	35 days
MP 1	Unit 4	10 days	45 days
MP 1	FLEX DAYS	3 days	48 days

Grade 1 Foundations

MP 2	Unit 5	5 days	53 days
MP 2	Unit 6	15 days	68 days
MP 2	Unit 7	15 days	83 days
MP 2	Unit 8	10 days	93 days
MP 2	FLEX DAYS	3 days	96 days
MP 3	Unit 9	10 days	106 days
MP 3	Unit 10	15 days	121 days
MP 3	Unit 11	15 days	136 days
MP 3	FLEX DAYS	2 days	138 days
MP 3-4	Unit 12	15 days	153 days
MP 4	Unit 13	15 days	168 days
MP 4	Unit 12	10 days	178 days
MP 4	FLEX DAYS	2 days	180 days

FLEX Days: May be used for school-based events.

Assessment: Administer the Foundations Unit Assessments and Re-Tests as needed. All scores must be entered in the Foundations Unit Test Tracker.

Foundations Lessons are to take priority in the literacy block; the 30 minute daily lesson is to be taught everyday.

*Unit Total is inclusive of orientation and instruction for that particular unit **Cumulative Total is a running total, inclusive of prior and current units.