

Quinton Township School District
English Language Arts Literacy - Phonics/Spelling
Grade 1

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Marking Period:	1	Unit Title:	Phonics Lessons, Letter, Words, and How They Work	Pacing:	45 Days
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Unit Summary: First grade is an essential year for phonics. As readers, they transition from simple one-line texts and writing just a few words to reading complex texts with many words and fewer pictures. In the first six weeks of this unit the focus is on establishing order and building an environment conducive to learning. This unit covers a variety of skills. In September students will work on letters and sounds, name recognition, hearing rhymes, and looking at print. In October students will learn how to use the word wall, beginning and ending sounds, high frequency words, and plurals. In the first half of November students will continue to work on consonants and vowels and short vowel patterns.

Objectives:

- Students will be able to recognize that their name starts with a capital letter that is always the same and that the other letters are lowercase.
- Students will be able to recognize their names in text.
- Students will be able to match spoken word to written word.
- Students will be able to recognize first and last in print.
- Students will be able to make rhymes.
- Students will be able to recognize rhymes.
- Students will be able to listen to hear all sounds in sequence.

- Students will be able to learn about letters through names and use names in writing.
- Students will be able to find names that begin and end with the same letters.
- Students will be able to identify letters using name puzzles.
- Students will be able to identify and explore words in many different contexts.
- Students will be able to notice letter names and sounds.
- Students will be able to clap syllables of words to identify breaks.
- Students will be able to understand that connecting sounds and letters in words is useful.
- Students will be able to make new words by changing the first letter.
- Students will be able to listen and determine the ending sounds of words.
- Students will be able to hear and identify the sounds at the beginning and the ending of words.
- Students will be able to blend word parts together.
- Students will be able to hear and say the first part and last part of a word.
- Students will be able to connect letters to their correct name and formation.
- Students will be able to recognize that letters are different from each other.
- Students will be able to find letters in words.
- Students will be able to recognize high frequency words.
- Students will be able to understand that words can start with the same letter and sound.
- Students will be able to name and recognize the days of the week.
- Students will be able to recognize that plurals mean more than one.
- Students will be able to add s to a word to show the meaning of more than one.
- Students will be able to match letters and sounds at the beginning of words.
- Students will be able to differentiate between consonants and vowels.
- Students will be able to find patterns to help read words.

Essential Questions:

- What is shared reading and how do I participate?
- How does a solid grasp of letter and sound recognition help us to form words and read?

- How can we use class names as tools?
- How does a repertoire of stories, songs, poems, rhymes, and chants heighten the awareness of language?
- What are syllables and how do they help with reading and writing?
- How can I identify beginning, middle, and ending sounds?
- What are consonant clusters?
- How can we identify initials in a name?
- How can we sort new word patterns?
- How can we distinguish between a short and long vowel?
- How does a word sound with a silent “e” at the end?
- Why are high frequency words important to use and know?
- How can we learn new words?
- How can making connections with different words help us to remember them?
- What is a contraction and how can we identify one?

Common Core State Standards/Learning Targets:

RF.1.1, 1.2, 1.3, 1.4

L.1.1, 1.2

8.1

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>September Lesson 1, ELC 1 – Recognizing</p>	<p>Phonics Lessons, Letters, Words, and How They Work</p>	<p>Lesson 1, ELC 1 – pocket chart, magnetic</p>	<ul style="list-style-type: none"> • Smart Board Applications

<p>Names</p> <p>Lesson 2, ELC 2 – Recognizing Your Name in Text</p> <p>Lesson 3, ELC 3 – Matching Spoken Word to Written Word</p> <p>Lesson 4, ELC 4 – Recognizing First and Last in Print</p> <p>Lesson 5, PA 1 – Making Rhymes Lesson 6, PA 2 – Recognizing Rhymes</p> <p>Lesson 7, PA 3 – Hearing Sounds in Sequence</p> <p>Lesson 8, LK 1 – Learning About Letters Through Names</p> <p>Lesson 9, LK 2 – Noticing Letters Through Names</p> <p>Lesson 10, LK 3 – Identifying Letters Lesson 11, LS 1 – Building Words Lesson 12, LS 2 – Noticing Letter Names and Sounds</p> <p>Lesson 13, WS 1 – Exploring Syllables</p> <p>Lesson 14, WSA 1 – Saying Words Slowly to Predict Letter Sequence</p> <p>Lesson 15, WSA 2 – Changing the First Letter of a Word</p> <p>October</p> <p>Lesson 16, PA 4 – Hearing Ending Sounds</p>	<p>Lessons 1-37</p>	<p>letters, from Teaching Resources: name cards and name tracing cards (Pocket Chart Card Template), alphabet linking chart</p> <p>Lesson 2, ELC 2 – name songs on charts or strips, pocket chart, photocopies of name songs or chants (Blank Book Page Template), from Teaching Resources: names on cards with Velcro and cards with initial letters of some names (Pocket Chart Card Template)</p> <p>Lesson 3, ELC 3 – chart paper, pocket chart, from blank word cards (Pocket Chart Card Template), cut-up sentence strips) see description in the Overview of Materials & Routines in Teaching Resources)</p>	<ul style="list-style-type: none"> ●Google Applications ●Chromebooks
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		Lesson 4, ELC 4 –	
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<p>Lesson 17, PA 5 – Hearing Beginning and Ending Sounds in Words</p> <p>Lesson 18, PA 6 – Identifying Onsets and Rimes</p> <p>Lesson 19, PA 7 – Hearing and Blending Onsets and Rimes</p> <p>Lesson 20, PA 8 – Identifying and Blending Onsets and Rimes</p> <p>Lesson 21, LK 4 – Learning Letter Names</p> <p>Lesson 22, LK 5 – Forming Letters 1</p> <p>Lesson 23, LK 6 – Forming Letters 2</p> <p>Lesson 24, LK 7 – Recognizing Letters</p> <p>Lesson 25, LK 8 – Looking at the Letter</p> <p>Lesson 26, LK 9 – Recognizing and Naming Letters</p> <p>Lesson 27, LK 10 – Noticing Letters in Words</p> <p>Lesson 28, HF 1 – Learning High Frequency Words</p> <p>Lesson 29, LS 3 – Learning About Beginning Sounds</p> <p>Lesson 30, WM 1 – Learning Days of the Week</p> <p>Lesson 31, WS 2 – Plurals: Adding s</p>		<p>sentences on a chart, pocket chart,</p> <p>photocopied sheets with words from lessons placed in mixed-up order, highlighter tape and markers</p> <p>Lesson 5, PA 1 –pocket chart, magnetic letters, from Teaching Resources: picture cards – rhymes, word cards (Word Card Template) for the picture labels, four-box sheet, Pocket Chart Card Template</p> <p>Lesson 6, PA 2 – highlighter tape, pocket chart, from Teaching Resources: rhyming pictures, two-way sort extension and cards or sheets, masking card</p> <p>Lesson 7, PA 3</p>	
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Lesson 32, WS 3 – Making Plurals: Adding es		–chart paper, from Teaching Resources: picture cards whose labels	
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November

Lesson 33, LS 4 – Learning About Beginning Consonant Letters and Sounds

Lesson 34, LS 5 – Learning About Beginning Consonant

Lesson 35, LS 6 – Noticing Vowels in Words

Lesson 36, SP 1 – Learning Common Short Vowel Word Patterns (i, o, u)

Lesson 37, SP 2 – Learning Common Short Vowel Word Patterns

include short and long vowel sounds, list sheet **Lesson 8, LK 1** –

pocket chart, from Teaching

Resources: name cards – two for each child (Pocket Chart Card

Template) **Lesson**

9, LK 2 –

pocket chart, from Teaching

Resources: name cards (Pocket Chart Card Template and Word Card Template)

Lesson 10, LK 3 –

large envelopes with children's first names on them, file folders in four different colors, cut-up names inside the envelopes, box to keep name puzzles in, from Teaching Resources: directions for name puzzle

Lesson 11, LS 1 –

large alphabet book, magnetic

		letters and	
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		<p>magnetic surface, from Teaching Resources: a variety of alphabet books, alphabet linking chart Lesson 12, LS 2 – bulletin board or wall divided by letters, bags – one for each letter containing small objects or pictures Lesson 13, WS 1 – blank graph, name chart from Lesson 1 – ELC 1, from Teaching Resources: name cards (Word Card Template), name grids filled with names of class (Materials & Routines) Lesson 14, WSA 1 – poem or other text on a chart for shared reading, sentence sheets with blanks to be filled in</p>	
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		Lesson 15, WSA 2 – magnetic letters and magnetic surface, from	
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		<p>Teaching Resources: lined four-box sheets Lesson 16, PA 4 –pocket chart, from Teaching Resources: picture cards, lotto game cards, directions for bingo and lotto games Lesson 17, PA 5 – from Teaching Resources: selected picture cards (picture cards, beginning and ending consonant sounds), directions for sound dominoes Lesson 18, PA 6 – from Teaching Resources: picture cards (two matching sets – picture cards, onsets and rimes), Go Fish cards (Deck Card Template), directions for Go Fish Lesson 19, PA 7 – from Teaching Resources: picture</p>	
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		<p>cards - onsets and rimes Lesson 20, PA 8 –</p> <p>Follow the Path game board, from Teaching</p> <p>Resources: picture cards - onsets and rimes, directions for Follow the Path</p> <p>Lesson 21, LK 4 –</p> <p>small storage boxes with each students</p> <p>name on it, small pictures to glue in books, writing materials and crayons, assembled Rr books for children using the Letter Book Template, from Teaching</p> <p>Resources: letter book template, alphabet linking chart (Materials & Routines)</p> <p>Lesson 22, LK 5 –</p> <p>magnadoodle,</p>	
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		<p>dry-erase markers and whiteboard, sand/salt in box, sandpaper letters or newsprint and</p>	
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		<p>crayons, from Teaching Resources, Materials & Routines: verbal path for the formation of letters, letter formation charts, letters made in similar ways</p> <p>Lesson 23, LK 6 – a handwriting book for each child, enlarged handwriting book for demonstration, basket/box for storing handwriting books, newsprint and crayons, class name chart (see Lesson 1 – ELC 1)</p> <p>Lesson 24, LK 7 – magnadoodle, magnetic letters, class name chart (see Lesson 1 – ELC 1), from Teaching Resources: alphabet linking chart</p> <p>Lesson 25, LK 8 – magnetic letters</p> <p>Lesson 26, LK 9 – magnadoodle, class</p>	
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		name chart (see Lesson	
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		<p>1 – ELC 1), from Teaching Resources: enlarged alphabet linking chart and pointer, and alphabet linking chart for each child</p> <p>Lesson 27, LK 10 – chart, magnetic letters and magnetic surface, from Teaching Resources: making words sheet, word cards – high frequency words</p> <p>Lesson 28, HF 1 – magnetic whiteboard, chalkboard, or chart with Velcro, magnetic letters, dry erase markers or chalk, from Teaching from Teaching Resources: making words sheet – 2 per student, high frequency word</p>	
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		cards Lesson 29, LS 3 – pocket chart, sentence strips, from Teaching	
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		<p>from Teaching Resources: four-box sheets Lesson 30, WM 1 – pocket chart, text of “Sally Go Round” (days of the week) and “Thirty Days Hath September” on sentence strips, from Teaching Resources: “On Sunday I Ate...” book pages (Blank Book Page Template) Lesson 31, WS 2 – from Teaching Resources: word cards – plurals 1, two-way sort cards and sheets (optional) Lesson 32, WS 3 – from Teaching Resources: word cards – plurals 1 and 2, two-way sort sheets, two-way sort cards (optional) Lesson 33, LS 4 –</p>	
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		pocket chart, from	
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		<p>Teaching Resources: picture cards – beginning consonant sounds, consonant letter cards, lotto game cards, directions for Lotto</p> <p>Lesson 34, LS 5 – Follow the Path game board with blank spaces, from Teaching Resources: picture cards – beginning consonant blends, letter cards, directions for Follow the Path</p> <p>Lesson 35, LS 6 – poster-size graph, name chart, from Teaching Resources: high frequency word cards, three-way sort sheets</p> <p>Lesson 36, SP 1 – whiteboard,</p>	
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		magnetic letters, from Teaching Resources: three-way sort sheets (lined) Lesson 37, SP 2 – whiteboard, magnetic	
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		letters, from Teaching Resources: two-way sort sheets	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● name writing ● name locating ● word location ● word-by-word matching ● letter and punctuation locating ● first and last ● s and es plurals ● high frequency words 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Fountas & Pinnell Benchmark Assessment Weekly Spelling Assessment Word Writing Assessment</p>

- beginning and ending sounds
- days of the week
- making words

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions <ul style="list-style-type: none"> ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth.

<ul style="list-style-type: none"> ● Teach Tiers 1, 2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. <ul style="list-style-type: none"> ● Allow students to utilize online books, when available, to listen to or recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. <ul style="list-style-type: none"> ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. <ul style="list-style-type: none"> ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. <ul style="list-style-type: none"> ● Establish a consistent and daily routine 	<p style="text-align: center;">recommendations</p> <ul style="list-style-type: none"> ● Establish a consistent and daily routine 		<ul style="list-style-type: none"> ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
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Marking Period:	2	Unit Title:	Phonics Lessons, Letter, Words, and How	Pacing:	45 Days
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			They Work		
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Unit Summary: The second half of November will focus on phonograms and beginning contractions. December lessons will help students to become more flexible with using ending sounds and working with word parts. Students will learn more about consonants, consonant clusters, and vowels. January will bring together the work they have been doing on their knowledge of letters, sounds, and word patterns. Students will learn more about consonant clusters and begin learning phonogram patterns. In the first half of February students will work with a combination of short and long vowel sounds. High frequency words will be a focus every month.

Objectives:

- Students will be able to make rhymes.
- Students will be able to recognize rhymes.
- Students will be able to listen to hear all sounds in sequence.
- Students will be able to learn about letters through names and use names in writing.
- Students will be able to find names that begin and end with the same letters.
- Students will be able to identify and explore words in many different contexts.
- Students will be able to notice letter names and sounds.
- Students will be able to understand that connecting sounds and letters in words is useful.
- Students will be able to make new words by changing the first letter.
- Students will be able to listen and determine the ending sounds of words.
- Students will be able to hear and identify the sounds at the beginning and the ending of words.
- Students will be able to blend word parts together.
- Students will be able to hear and say the first part and last part of a word.
- Students will be able to connect letters to their correct name and formation
- Students will be able to recognize that letters are different from each other.

- Students will be able to find letters in words.
- Students will be able to recognize high frequency words.
- Students will be able to understand that words can start with the same letter and sound.
- Students will be able to add s to a word to show the meaning of more than one.
- Students will be able to match letters and sounds at the beginning of words.
- Students will be able to differentiate between consonants and vowels.
- Students will be able to find patterns to help read words.

Essential Questions:

- What is shared reading and how do I participate?
- How does a solid grasp of letter and sound recognition help us to form words and read?
- How can we use class names as tools?
- How does a repertoire of stories, songs, poems, rhymes, and chants heighten the awareness of language?
- What are consonants?
- What are vowels?
- What are syllables and how do they help with reading and writing?
- How can I identify beginning, middle, and ending sounds?
- What are the correct letter formations?
- Why is it important to know the months of the year and the days of the week?
- How can I make singular words plural?
- What are the differences between uppercase and lowercase letters?
- What are consonant clusters?
- How can we identify initials in a name?
- How can we sort new word patterns?
- How can we distinguish between a short and long vowel?
- How does a word sound with a silent “e” at the end?
- Why are high frequency words important to use and know?
- How can we learn new words?

- How can making connections with different words help us to remember them?
- What is a contraction and how can we identify one?
- What are syllables?

Common Core State Standards/Learning Targets:

RF.1.1, 1.2, 1.3, 1.4

L.1.1, 1.2

8.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>November Lesson 1, SP 3 – Learning Phonograms: -at, -an Lesson 2, HF 2 – Learning High Frequency Words 2 Lesson 3, HF 3 – Learning High Frequency Words 3 Lesson 4, HF 4 – Learning High Frequency Words 4 Lesson 5, HF 5 – Learning High Frequency Words 5 Lesson 6, WSA 4 – Learning About</p>	<p>Phonics Lessons, Letters, Words, and How They Work Lessons 1-37</p>	<p>Lesson 1, SP 3 – pocket chart, from Teaching Resources: word cards (-at and -an words mixed with others), pocket chart card template, three-way sorting cards Lesson 2, HF 2 – magnetic pocket chart/whiteboard/ or chart with Velcro,</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • Chromebooks

<p>Contractions: I'm</p> <p><u>December</u></p> <p>Lesson 7, PA 9 – Hearing Middle Sounds</p> <p>Lesson 8, PA 10 – Hearing and Changing (Making New Words)</p> <p>Lesson 9, PA 11 – Matching Letters (Letter Lotto)</p> <p>Lesson 10, LK 11 – Matching Letters (Letter Lotto)</p> <p>Lesson 11, LK 12 – Identifying Uppercase and Lowercase Letters</p> <p>Lesson 12, LK 13 – Matching Letters (Letter Lotto)</p> <p>Lesson 13, LK 14 – Identifying Consonants and Vowels</p> <p>Lesson 14, LS 7 – Introducing Consonant Clusters</p> <p>Lesson 15, LS 8 – Learning About Beginning Consonant Clusters</p> <p><u>January</u></p> <p>Lesson 16, LK 15 – Learning About Names and Initials</p> <p>Lesson 17, LS 9 – Recognizing Consonant Clusters: S Family</p> <p>Lesson 18, LS 10 – Recognizing Consonant Clusters: L Family</p> <p>Lesson 19, LS 11 – Recognizing Consonant Clusters: R Family</p>		<p>magnetic letters, dry erase markers, from Teaching Resources: high frequency word cards, making words sheets (two per child)</p> <p>Lesson 3, HF 3 – magnetic letters, from Teaching Resources: pocket chart card template, high frequency word lists</p> <p>Lesson 4, HF 4 – chart or pocket chart, highlighter tape or colored plastic strips, highlighters, colored stick-on dots, from Teaching Resources: high frequency word lists</p> <p>Lesson 5, HF 5 – magnetic pocket chart/whiteboard/ or chart with Velcro, magnetic letters, dry erase markers, from Teaching Resources: high</p>	
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		frequency word	
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<p>Lesson 20, SP 4 – Summarizing Easy Two-Letter Spelling Patterns</p> <p>Lesson 21, SP 5 – Learning Phonograms: -ate, -ake, -ike</p> <p>Lesson 22, HF 6 – Learning High Frequency Words 6</p> <p>Lesson 23, WM 2 – Recognizing Synonyms</p> <p>Lesson 24, WSA 5 – Using What You Know About Words</p> <p>Lesson 25, WSA 6 – Changing the Last Letter of a Word</p> <p>Lesson 26, WSA 7 – Changing the Last Letters of Words</p> <p>Lesson 27, WSA 8 – Noticing Word Parts</p> <p><u>February</u></p> <p>Lesson 28, LS 12 – Recognizing Short and Long Vowel Sounds: a</p> <p>Lesson 29, LS 13 – Recognizing Short and Long Vowel Sounds</p> <p>Lesson 30, LS 14 – Recognizing Short and Long Vowel Sounds</p> <p>Lesson 31, LS 15 – Recognizing Short and Long Vowel Sounds</p> <p>Lesson 32, LS 16 – Consolidating Knowledge About Vowels</p>		<p>cards, making words sheets, pocket chart word template</p> <p>Lesson 6, WSA 4 – magnetic letters, Follow the Path game boards, from Teaching Resources: directions for Follow the Path, high frequency word cards (25 or 50)</p> <p><u>December</u></p> <p>Lesson 7, PA 9 – pocket chart, from Teaching Resources: picture cards - long vowel sounds and short vowel sounds, two-way sort card or sheet</p> <p>Lesson 8, PA 10 – magnetic letters, from Teaching Resources: picture cards – ending consonant sounds</p> <p>Lesson 9, PA 11 – list of word pairs,</p>	
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Lesson 33, SP 6 – Learning Phonograms: -an		magnetic letters, from Teaching Resources: selected picture cards –	
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		<p>consonant vowel consonant – with labels that allow children to change the first/last letter to make a new word, lined four-box sheet Lesson 10, LK 11 – two enlarged Lotto boards, selected stick-on letters from children’s names, from Teaching Resources: directions for Lotto, Lotto game cards, letter cards (multiple sets) Lesson 11, LK 12 – magnetic letters - uppercase and lowercase, two baskets, from Teaching Resources: directions for Lotto, Lotto game cards, letter cards (lowercase and uppercase) Lesson 12, LK 13 – magnetic letters - uppercase and</p>	
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		<p>lowercase, from Teaching Resources: directions for Concentration, Concentration cards (use the Deck Card template)</p> <p>Lesson 13, LK 14 – magnetic letters, highlighters, copies of name chart (use the Word Card template in Teaching Resources) Lesson 14, LS 7 – magnetic letters and vertical surface, from Teaching Resources: picture cards – beginning consonant clusters, from Teaching Resources: picture cards – beginning consonant clusters, four-box sheets</p> <p>Lesson 15, LS 8 – copies on “Four Seasons”, highlighters</p>	
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		<p>January Lesson 16, LK 15 –</p>	
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		<p>pocket chart or chart with Velcro, name and initial cards with Velcro (use the Pocket Chart Card template in Teaching Resources) Lesson 17, LS 9 – magnetic letters, deck of Go Fish cards (use the beginning Consonant Clusters Word Card and Deck Card template in Teaching Resources), from Teaching Resources: directions for Go Fish</p> <p>Lesson 18, LS 10 – pocket chart, chips or cards to cover game card squares, magnetic letters (if not using pocket chart),</p>	
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		word cards (use the Word Card Template in Teaching Resources), from Teaching Resources: Pocket Chart Card template,	
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		<p>Lotto Came Card, directions for Lotto Lesson 19, LS 11 – magnetic letters and vertical surface, from Teaching Resources: word cards – Beginning Consonant Clusters, three-way sort cards, three-way sort sheets (optional) Lesson 20, SP 4 – Summary chart, envelopes, from Teaching Resources: word cards – short vowel sounds, four-way sort sheets Lesson 21, SP 5 – pocket chart, from Teaching Resources: word cards (-ate, -ake, -ike, mixed with others), Pocket Chart Card template, four-way sort cards, four-way sort sheets Lesson 22, HF 6 –</p>	
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		pocket chart, colored	
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		<p>blank cards to cover words, from Teaching Resources: Pocket Chart Card template, Lotto game cards, directions for Lotto, high frequency word cards</p> <p>Lesson 23, WM 2 – pocket chart, from Teaching Resources: synonym word cards, Synonym Concentration cards (Deck card template), directions for Concentration</p> <p>Lesson 24, WSA 5 – magnetic letters, sentence strips, “If you know” chart, index cards, from Teaching Resources” “If you</p>	
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		know'' sheet Lesson 25, WSA 6 – magnetic letters, list of words, from Teaching Resources: lined four-box sheets	
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		<p>Lesson 26, WSA 7 – magnetic letters, from Teaching Resources: Word Card Template to make word cards (see list in teachers manual), lined four-box sheets</p> <p>Lesson 27, WSA 8 – magnetic letters, highlighters, selected words on chart paper (see teachers manual for suggested words), from Teaching Resources: list sheets February</p> <p>Lesson 28, LS 12 –from Teaching Resources: word cards (long and short vowel sounds containing a), two-way short sheets</p> <p>Lesson 29, LS 13 – chart paper and marker, from Teaching Resources: three-way sort sheets, word cards (long and short vowel sounds</p>	
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		containing e)	
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		<p>Lesson 30, LS 14 – pocket chart, from Teaching Resources: Pocket Chart card template, word cards (long and short vowel sounds containing i), two-way sort sheets (lined)</p> <p>Lesson 31, LS 15 – Follow the Path game board, from Teaching Resources: Pocket Chart card template, word cards (long and short vowel sounds containing o and u), directions for Follow the Path, list sheets</p> <p>Lesson 32, LS 16 – chart paper and marker, from Teaching Resources: Lotto game card,</p>	
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		<p>directions for Lotto, word cards (short and long vowel sounds) Lesson 33, SP 6 – pocket chart, from</p>	
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		<p>Teaching Resources: Pocket Chart card template, word cards (see list in teachers manual), two-way sort card</p>	
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Formative Assessment Plan	Summative Assessment Plan
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Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student

- progress:**
- name writing
 - name locating
 - word location
 - word-by-word matching
 - letter and punctuation locating
 - first and last
 - s and es plurals
 - high frequency words
 - beginning and ending sounds
 - days of the week
 - making words

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:

- Fountas & Pinnell Benchmark Assessment
- Weekly Spelling Assessment
- Word Writing Assessment

Differentiation

Special Education

ELL

At Risk

Gifted and Talented

<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions <ul style="list-style-type: none"> ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>instructional practices.</p> <ul style="list-style-type: none"> ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. <ul style="list-style-type: none"> ● Allow students to utilize online books, when available, to listen to or recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. <ul style="list-style-type: none"> ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. <ul style="list-style-type: none"> ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. <ul style="list-style-type: none"> ● Establish a consistent and daily routine 			<ul style="list-style-type: none"> ● Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
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Marking Period:	3	Unit Title:	Phonics Lessons, Letter, Words, and How They Work	Pacing:	45 Days
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Unit Summary: The second half of February students will continue to focus on work with a combination of short and long vowel sounds. High frequency words will be a focus and monitored at the end of the end of the month. The word will become increasingly more important as a tool as the students add more words to it and use it as a resource in writing and word study. Students will use knowledge of high frequency words to read words quickly and help develop fluency in removing letters to make new words. In the month of April students will become increasingly more proficient in reading longer books and writing for longer periods of time. Lessons will continue to focus on vowels, consonant digraphs, and compound words. Students will also begin to focus on self-evaluation.

Objectives:

- Students will participate in sorting words in reading.
- Students will read, identify HFW, write words on a chart, read, and play games.
- Students will sort words, read, explain categories, draw pictures to go with words.
- Students will be able read, identify contractions, understand elements of a poem.
- Students will take an active part in reading, arrange sentence strips, add letters to make new words, cut, and glue.
- Students will be able to write , change endings of words, and form new words.
- Students will be able to form new words with magnetic letters and apply prior knowledge.
- Students will be able to change the first consonant to make new words.
- Students will be to identify consonant clusters.
- Students will be able to sort words and repeat after the teacher discussing facts.
- Students will be able to write, put words together, identify two words in one noticing

differences in words.

- Students will be able to become an active participant in sorting, writing on an index card, transferring knowledge, using magnetic letters to form words.
Students will be able to write, match, and sort.
- Students will be able to notice patterns, sort words, and match sounds.
- Students will be able to look at words, cover words, write words, check the words, and use magnetic letters.
Students will be able to recognize high frequency words.

Essential Questions:

- What is shared reading and how do I participate?
- How does a solid grasp of letter and sound recognition help us to form words and read?
- How can we use class names as tools?
- How does a repertoire of stories, songs, poems, rhymes, and chants heighten the awareness of language?
- What are consonants?
- What are vowels?
- What are syllables and how do they help with reading and writing?
- How can I identify beginning, middle, and ending sounds?
- What are the correct letter formations?
- Why is it important to know the months of the year and the days of the week?
- How can I make singular words plural?
- What are the differences between uppercase and lowercase letters?
- What are consonant clusters?
- How can we identify initials in a name?
- How can we sort new word patterns?
- How can we distinguish between a short and long vowel?
- How does a word sound with a silent “e” at the end?

- Why are high frequency words important to use and know?
- How can we learn new words?
- How can making connections with different words help us to remember them?
- What is a contraction and how can we identify one?
- What are syllables?

Common Core State Standards/Learning Targets:

RF.1.3.a, RF.1.2, RF.1.3, RF.1.3.d, RF.1.3.f, RF.1.2.c, RF.1.3.b, RF.1.3.e, RF1.3.g. RF.1.2b, 8.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Second half of February Lesson 1, SP 7 Learning Phonograms Lesson 2, HF 7 Learning High Frequency Words 7 Lesson 3, HF 8 Learning High Frequency Words 8 Lesson 4, WM 3 Recognizing Words That Go Together Lesson 5, WS 4 Learning About Contractions, Poems, and Songs Lesson 6, WS 5 Adding “S” and “ing”</p>	<p>Phonics Lessons, Letters, Words, and How They Work Lessons 1-37</p>	<p>Lesson 1 pocket chart, Teaching Resources Template Word cards Four-Way Sort cards and sheets Lesson 2, Teacher Handbook Follow the Path game board</p>	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • Chromebooks

<p>Lesson 7, WSA 9 Changing Ending Parts of Words</p> <p>Lesson 8, WSA 10 Changing the Middle of Words</p> <p>Lesson 9, WSA 11 Adding and Removing Letter to Words</p> <p>Lesson 10, WSA 12 Changing First and Last Word Parts</p> <p>Lesson 11, LS 17 Recognizing Common Consonant Digraphs</p> <p>Lesson 12, SP 8 Consolidating Knowledge about Phonograms</p> <p>Lesson 13, WSA Putting Words Together</p> <p>Lesson 14, WSA 14 Learning How to Learn Words</p> <p>April</p> <p>Lesson 15, LS Summarizing Digraph Knowledge</p> <p>Lesson 16, SP Noticing Features of Words</p> <p>Lesson 17, WSA 15 Learning How to Learn Words</p>		<p>Directions for game HFW</p> <p>Lesson 3 Teacher’s Manual Magnetic letters HFW cards HFW list</p> <p>Lesson 4 Teacher’s Manual Pocket Chart</p> <p>Lesson 5 Teacher’s Manual Pocket chart Word Cards Four-box sheets Photocopies of “Going to the Fair” Highlight tape</p> <p>Lesson 6 Teacher’s Manual Highlight tape Copies of sample sentences</p> <p>Lesson 7 Teacher’s Manual Chart and easel Onset and Rime cards Lined four-box sheet</p> <p>Lesson 9 Teacher’s manual</p>	
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		<p>Magnetic letters List of words Lined four-box sheets Lesson 10 Teacher's Manual Magnetic letters List of words, lined four-box sheets Lesson 11 Teacher's Manual Magnetic Letters Word cards Two way sort sheets Lesson 12 Teacher's Handbook Pocket chart and card template Four-way sort cards Lesson 13 Teacher's Handbook Chart Paper Markers Compound word cards List sheet Lesson 14 Teacher's Handbook Word Study Index Cards</p>	
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		<p>Magnetic Letters “Words to learn” list Lesson 15 Teacher’s Handbook Summary chart Markers Lotto game cards Directions for Lotto Lesson 16 Teacher’s Handbook Pocket chart Pocket chart card Template Word Cards Two-way sort cards Lesson 17 Teacher’s handbook Word study Folders Children’s word study cards File folders Look, say, cover write sheet</p>	
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<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
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Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student

- progress:**
- name writing
 - name locating
 - word location
 - word-by-word matching
 - letter and punctuation locating
 - first and last
 - s and es plurals
 - high frequency words
 - beginning and ending sounds
 - days of the week
 - making words

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:

- Fountas & Pinnell Benchmark Assessment
- Weekly Spelling Assessment
- Word Writing Assessment

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI 	<ul style="list-style-type: none"> ● Organize the curriculum to

<p>listed in student's IEP or 504 plan</p> <ul style="list-style-type: none"> ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions <ul style="list-style-type: none"> ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. 	<ul style="list-style-type: none"> ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<p>intervention resources</p> <ul style="list-style-type: none"> ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<p>include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report)
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<ul style="list-style-type: none"> • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 			
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Marking Period:	4	Unit Title:	Phonics Lessons, Letter, Words, and How They Work	Pacing:	45 Days
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Unit Summary: Students will leave first grade with a wide knowledge of stories, poems, rhymes, letter sounds, and other words that they have learned. They will now see themselves as readers and writers and are now ready for the more challenging

work that second grade will present. In MAy, lessons will continue to explore word structure and continue to use the steps of the Buddy Study System.

Objectives:

- Students will write words with a partner.
- Students will fix their own spelling errors.
- Students will make words with magnetic letters, making connections between two or more words, using words from a card to copy and write.
- Students will orally give a spelling test to others, write words, check spelling errors with words.
- Students will become active participants, writing, sorting, listing, and reading.
- Students will become active participants in identifying words, writing, and using magnetic letters and words.
- Students will write, sort, work with partners and recognize patterns.
- Students will become active participants sorting, gluing, reading, and adding ed to words.
- Students will begin to understand how contractions are constructed, play a game, write, and sort.
- Students will be play a game, read, and write.
- Students will read, write, classify, sort, and identify syllables.

Essential Questions:

- What is shared reading and how do I participate?
- How does a solid grasp of letter and sound recognition help us to form words and read?
- How can we use class names as tools?
- How does a repertoire of stories, songs, poems, rhymes, and chants heighten the awareness of language?

- What are consonants?
- What are vowels?
- What are syllables and how do they help with reading and writing?
- How can I identify beginning, middle, and ending sounds?
- What are the correct letter formations?
- Why is it important to know the months of the year and the days of the week?
- How can I make singular words plural?
- What are the differences between uppercase and lowercase letters?
- What are consonant clusters?
- How can we identify initials in a name?
- How can we sort new word patterns?
- How can we distinguish between a short and long vowel?
- How does a word sound with a silent “e” at the end?
- Why are high frequency words important to use and know?
- How can we learn new words?
- How can making connections with different words help us to remember them?
- What is a contraction and how can we identify one?
- What are syllables?

Common Core State Standards/Learning Targets:
 RF.1.3.a, RF1.3.g., RF.1.3c, RF.1.2b RF.1.3.f, RF.1.2d, [8.1](#)

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p>Second half of February Lesson 1, LS 19 Recognizing Vowel Sounds: Lesson 2, LS20 Learning about word structure Lesson 3, Recognizing Consonants with two sounds Lesson 4, Learning about vowels and silent e Lesson 5, Adding ed Lesson 6, Learning about contractions with is and will Lesson 7, Learning about contractions with are and not Lesson 8, Summarizing contractions Lesson 9, Identifying syllables in words</p>	<p>Phonics Lessons, Letters, Words, and How They Work Lessons 1-37</p>	<p>Lesson 1 Pocket chart, Teacher’s handbook List sheets Template Word Cards Lesson 2, Teacher Handbook Easel Chart paper List sheet Lesson 3 Teacher’s handbook Concentration cards Consonant word card Directions for Concentration Lesson 4 Teacher handbook Word cards Letter cards for the letter “E” Lesson 5 Teacher handbook Pocket chart Word cards - ed ending</p>	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Chromebooks
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		<p>Three-way sort sheets Lesson 6 Teacher's handbook Chart Easel Markers Direction for Concentration Cards from the deck Lesson 7 Teacher's handbook Chart Easel Concentration directions Word cards Lesson 8 Teacher's handbook Chart Easel Markers Direction for Concentration Cards from the deck Lesson 9 Teacher's manual Chart Easel Paper</p>	
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		Markers Three-column sheet Lesson 10 Teacher's Manual Three syllable word cards	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● name writing ● name locating ● word location ● word-by-word matching ● letter and punctuation locating ● first and last ● s and es plurals ● high frequency words ● beginning and ending sounds ● days of the week ● making words 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Fountas & Pinnell Benchmark Assessment Weekly Spelling Assessment Word Writing Assessment</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions <ul style="list-style-type: none"> ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). ● Gifted and Talented Compacting Project that focuses on students' interests higher thinking skills, and areas of giftedness (ex.

<p>assessments.</p> <ul style="list-style-type: none">● Allow students to utilize online books, when available, to listen to or record reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			<p>creating a game for science, creating a diorama and book report)</p>
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