

Domain: *Foundational Skills*

Cluster: **Print Concepts**

Standards: *Demonstrate understanding of the organization and basic features of print.*
(RF.1.1a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>What is the purpose of applying basic print features?</i></p> <p><i>Why is it important to write an organized sentence?</i></p>	<p><i>Proper sentence organization promotes fluency of communication.</i></p>	<p><i><u>Fish Bowl Activity</u>- Teacher will create sentence fragments and place them in two “fish bowls” (shoe boxes can be used). Fragments can be written or typed in a large font on sentence strips or index cards. Label one fish bowl “First Words” and include a variety of first word fragments (ex. the cat, a ball, my mom, etc.). Do not capitalize the first word. You will want students to do this independently. Label the second fish bowl “End of sentence” and include a variety (ex. jumped on the bed, went to the store, fell off the table, etc). Students can work in partners to “build” their sentences. Ask students to write the sentences they created in their notebooks and to be sure to include the basic features of a sentence (first word capitalized, proper end punctuation). Students can share their sentences with the rest of the class. Some may come up with silly sentences which will enhance student engagement (ex. My mom jumped on the bed.)</i></p>
<p>Content Statements</p>		
<p>Students will be able to write an organized sentence that includes the distinguishing features of a first word that is capitalized and end punctuation.</p>		

Assessments	Teacher Resources
<p>Completed student sentences can be graded using a 3 point rubric looking for the following features: 3 points- First word capitalized, proper organization, end punctuation. 2 points- 1 of the 3 components listed above are missing. 1 point- 2 of the 3 components listed above are missing. 0 points- All of the components listed above are missing.</p>	<p style="text-align: center;"><i>Reading Street 2013 Alignment</i></p> <p>TE R: 15l, 16c, 16o, 31b, 32c, 40c, 42c, 42o, 57b, 58c, 66c, 68c, 68o, 83b, 84c, 92c, 94c, 94o, 110c, 118c, 120c, 120o, 135b, 136c (RF.1.1a) TE R: 91f, 91h, 93b, 94i, 117h, 143f, 144c, 145b, 146c, 146i, 146o, 162c TE 1: 17c, 29c, 32a, 35c, 37g, 99c, 111c, 114a, 117c, 119g, 125c, 137c, 140a, 143c, 145g, 151c, 163c, 166a, 169c, 171g TE 5: 17c, 49c</p>
<p>Equipment Needed</p> <p>2 glass bowls or shoe boxes, 2 index cards to label bowls/boxes, small sentence strips to write fragments or small index cards, notebooks or lined paper for students to write their sentences.</p>	
<p>NJ Model Curriculum Alignment 2012</p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	

Domain: <i>Foundational Skills</i>		
Cluster: Phonological Awareness		
Standards: <i>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i> <i>(RF.1.2a) Distinguish long from short vowel sounds in spoken single-syllable words.</i> <i>(RF.1.2b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How are sounds represented by letters?</i>	<i>Letters and letter combinations represent sounds.</i>	<i><u>“Magic E” pocket chart activity-</u> Once this activity is modeled, it can be used as a center activity for students to rotate to throughout the year. Have a pocket chart set up with all phonemes and consonant blends student have learned so far written on small separate index cards. On an index card write the letter “e” and tape to the end of a ruler. Tell students this is the “Magic E” wand that will change the vowels we read in words from short to long. You will want to create several “e” cards for students to add to the end of a word. Give a student a word to build (ex. kit). Have the student come up to the pocket chart and pull the phonemes needed to build the word (k,i, and t). Have the student orally read the word. Ask the student how many syllables make up this word. Have all students “clap” out the word to reinforce the amount of syllables it has. Next, have a student tap the end of the word with the “Magic e” wand and add an “e” card to the end of the word. Ask students what the new word is (kite). In notebooks, have students create a T-chart with one column listing the short vowel words and the next column listing the long vowel words.</i>
Content Statements	Students will be able to orally produce CVC words that contain both long and short vowel sounds as well as consonant blends.	

Assessments	Teacher Resources	
Complete student T-charts.	<p style="text-align: center;"><i>Reading Street 2013 Alignment</i></p> <p>SE R: 14–15, 116 SE 1: 68, 96 TE R: 14–15a, 42d, 58d, 84d, 94d, 94q–94r, 110d, 116, 118d, 120d, 136d, 146d, 162d TE 1: 30c–30d, 36c, 58c–58d, 64c, 68–69, 84c–84d, 88c–88d, 92c, 96–97, 112c, 138c–138d, 164c–164d, 170c TE 2: 66c TE 3: 78c, 146c, 148c, 180c, 216c TE 4: 44c, 152c, 188c, 222c TE 5: 58d, 136c (RF.1.2a) SE 1: 14 SE 2: 46, 80, 106, 140, 172 SE 4: 14, 54 TE 1: 14–15, 15a TE 2: 46–47, 76c, 80–81, 102c, 106–107, 136c, 140–141, 141a, 164c–164d, 168c, 172–173, 173a, 200c TE 4: 14–15, 15a, 54–55, 55a (RF.1.2b) SE R: 68, 116, 120, 142 SE 1: 14, 40, 68, 122, 124, 148 SE 3: 18, 46, 86, 188 SE 4: 14, 54, 90, 122, 156, 192 SE 5: 14, 96, 204 TE R: 16p, 32d, 42p, 58d, 68p, 68, 110d, 120p, 146p TE 1: 14–15, 15a, 18c–18d, 30c–30d, 40–41, 41a, 44c–44d, 58d, 58e, 68–69, 69a, 72c–72d, 116c, 118c, 122–123, 123a, 124, 126c–126d, 126–127a, 138d, 138e, 144c, 148–149, 149a, 152c–152d, 164d, 168d TE 2: 14–15, 15a, 18c, 34c, 38c 42c, 50c, 70c, 84c, 110c, 140–141, 141a, 172–173, 173a, 176c TE 3: 14–15, 18c, 34c, 38c, 42c, 46–47, 74c, 82c, 86–87, 90c, 106c, 110c, 116c, 124c, 142c, 174c, 178c</p>	
Equipment Needed		
Pocket chart, index cards, markers, ruler, notebooks or teacher-created T-chart template.		
<p>NJ Model Curriculum Alignment 2012</p> <p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>		

TE 4: 14-15, 15a, 18c-18d, 54-55, 58c, 78c, 86c, 90-91, 91a, 94c, 110c, 118c, 122-123, 123a, 126c, 144c, 148c, 152c, 156-157, 160c, 182c, 186c, 188c, 192-193, 196c, 218c, 222c, 226c

TE 5: 14-15, 15a, 54-55, 55a, 58c, 78c, 124c, 132-133, 133a, 156c, 160c, 164c, 168-169, 169a, 204-205, 205a, 208c
(RF.1.2c)

SE R: 14-15, 16-17, 38-39, 64-65, 90-91, 116-117, 120-121, 142-143

SE 1: 14, 40, 68, 96, 122, 148

SE 2: 14, 46, 80, 140, 172

SE 3: 86, 120, 152, 184

SE 4: 14, 54, 90, 156, 192

SE 5: 92

TE R: 14-15, 15a, 15m, 16d, 16q-16r, 38-39a, 40d, 42p, 64-65a, 66d, 84d, 90-91a, 92d, 116-117, 118d, 120-121, 144d

TE 1: 14-15, 15a, 18c-18d, 34c-34d, 40-41, 41a, 62c-62d, 68-69, 69a, 72c-72d, 84c-84d, 88c-88d, 92c, 100c-100d, 122-123, 123a, 126c-126d, 126-127a, 142c-142d, 144c, 149a, 152d, 168c-168d, 170c

TE 2: 14-15, 15a, 47a, 50d, 80-81, 81a, 100c, 128c-128d, 132c-132d, 140-141, 141a, 164c-164d, 172-173, 173a, 198c-198d

TE 3: 38c, 86-87, 90c, 116c, 120-121, 124c, 142c, 152-153, 156c, 188c, 208c

TE 4: 14-15, 15a, 18c, 48c-48d, 50c, 54-55, 55a, 78c, 82c, 86c, 90-91, 91a, 94c, 110c, 114c, 118c, 156-157, 182c

TE 5: 78c, 82c, 88c, 92-93, 93a, 120c, 164c, 240c
(RF.1.2d)

SE 1: 40

SE 2: 14, 106

SE 3: 14, 86, 152, 184

SE 4: 14, 90, 122, 156, 192

SE 5: 14, 54, 92, 132, 168, 204

TE R: 16p, 42p, 68p, 94p, 146p, 162d

TE 1: 41a, 44c-44d, 62c-62d, 64c, 69a, 92c, 122-123, 123a, 126c-126d

TE 2: 14-15, 15a, 18c, 106-107,

107a, 110c, 132c, 200c

TE 3: 15a, 18c, 50c, 86-87, 90c, 110c,
152-153, 156c, 178c, 184-185, 188c,
212c

TE 4: 14-15, 18c, 94c, 122-123, 126c,
152c, 156-157, 160c, 186c, 188c, 192-
193, 196c

TE 5: 14-15, 18c, 54-55, 92-93, 96c,
132-133, 136c, 168-169, 204-205,
205a, 208c

Domain: <i>Foundational Skills</i>		
Cluster: Phonics and Word Recognition		
Standards: <i>Know and apply grade-level phonics and word analysis skills in decoding words.</i>		
<ul style="list-style-type: none"> <i>a. Know the spelling-sound correspondences for common consonant digraphs.</i> <i>b. Decode regularly spelled one-syllable words.</i> <i>c. Know final –e and common vowel team conventions for representing long vowel sounds.</i> <i>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</i> <i>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</i> <i>f. Read words with inflectional endings.</i> <i>g. Recognize and read grade-appropriate irregularly spelled words.</i> 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How do I figure out a word I do not know?</i>	<i>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</i>	<i><u>Consonant Digraph Sorting Activity-</u> Create 4 containers (cups, shoe boxes, etc) and label each one with the following digraphs: wh, ch, th, sh. Print from the Internet or cut from magazines several pictures that contain these digraphs. The following list of pictures can be used: sheep, chipmunk, tooth, earth, whistle, shark, fish, beach, and ship. Have students sort the pictures into the appropriate container. Explain that the digraph can be found either at the beginning of the word or at the end. Seasonal option: Can print/cut out pictures to go with a particular season or holiday. Have students list the words they sorted into their notebooks using the digraph as a heading for each word list they create “wh” words, “ch” words, “th” words, “sh” words.</i>
Content Statements		
Students will be able to apply phonics skills to decode grade level appropriate words.		

Assessments		Teacher Resources <i>Reading Street 2013 Alignment</i> SE R: 16, 40, 42, 66, 68, 92, 94, 118, 120, 144 SE 1: 16, 18, 42, 44, 70, 98, 100, 124, 126, 150, 152 TE R: 15a, 15b-15c, 15n-15o, 15p, 16e-16f, 16q-16r, 16, 17a-17b, 26- 27, 32e, 32g-32h, 35b, 38-39, 39a, 39b-39c, 40e-40f, 40-40g, 42e-42f,
Complete students word sorting list.		
Equipment Needed		
4 containers, index cards, marker, pictures printed from the Internet or cut from magazines, student notebooks		

NJ Model Curriculum Alignment 2012

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

a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

b. Decode regularly spelled one-syllable words.

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

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

f. Read words with inflectional endings.

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

42g, 42-43a, 43b-43c, 50-51, 58e, 58g-58h, 61b, 64-65, 65a, 65b-65c, 66e-66f, 66, 68e-68f, 68g, 68q-68r, 68, 69a-69b, 84e, 84g-84h, 87b, 91a, 91b-91c, 92e-92f, 92, 94e-94f, 94g, 94q-94r, 94, 95a-95b, 102-103, 110e, 110g-110h, 113b, 117a, 117b-117c, 118e-118f, 118, 120e-120f, 120g, 120q-120r, 120, 121a-121b, 130-131, 136e, 136g-136h, 139b, 143a, 143b-143c, 144e-144f, 144, 146e-146f, 146g, 146q-146r, 146, 147a-147b, 162e, 162g-162h, 165b

TE 1: 15a, 16-16a, 16b-16c, 18c-18d, 18-19a, 19b-19c, 19d, 30e, 34d, 34e-34f, 34g, 37d-37e, 37f, 40-41, 41a, 42-42a, 42b-42c, 44c-44d, 44-45a, 45b-45c, 45d, 58d, 58e, 62c-62d, 62e-68f, 62g, 64c, 65d-65e, 69a, 70-70a, 70b-70c, 72c-72d, 72-73a, 73b-73c, 73d, 84c-84d, 84e, 88c-88d, 88e-88f, 88g, 93d, 97a, 96-96a, 98, 98b-98c, 100d, 100-101a, 101b-101c, 101, 112e, 116d, 116e-116f, 116g, 118c, 119d-119e, 122-123, 123a, 124-124a, 124b-124c, 126d, 126-127a, 127b-127c, 127d, 127, 138c-138d, 138e, 142c-142d, 142e-142f, 142g, 144c, 145d-145e, 148-149, 149a, 150-150a, 150b-150c, 152c-152d, 152-153a, 153b-153c, 153d, 164c-164d, 164e, 168c-168d, 168e-168f, 168g, 171d-171e

TE 2: 16-16a, 16b-16c, 18d, 18-19a, 19b-19c, 19d, 34c-34d, 34e, 38c-38d, 38e-38f, 38g, 43d, 48-48a, 48b-48c, 50d, 50-51a, 51b-51c, 51d, 66c-66d, 66e, 70c-70d, 70e-70f, 70g, 76c, 77d, 80-81, 81a, 82b-82c, 85d, 85, 96c-96d, 100c-100d, 100e-100f, 107a, 108-108a, 108b-108c, 110d, 110-111a, 111b-111c, 111d, 128d, 128e, 132c-132d, 132e-132f, 136c, 142-142a, 142b-142c, 144c-144d, 144-145a, 145b-145c, 156-157, 160c-160d, 160e, 164e-164f, 164g, 173a, 174-174a, 174b-174c, 176c-176d, 176-177a, 177b-177c, 177d, 194e,

198c-198d, 198e-198f, 198g
TE 3: 16-16a, 16b-16c, 18d, 18-19a, 19b-19c, 19d, 34d, 34e, 38d, 38e-38f, 38g, 42c, 43d-43e, 47a, 48-48a, 48b-48c, 50d, 50-51a, 51b-51c, 51d, 74d, 74e, 78d, 78e-78f, 78g, 82c, 83d-83e, 83f, 88-88a, 88b-88c, 90d, 90-91a, 91b-91c, 91d, 106d, 106e, 110d, 110e-110f, 110g, 116c, 117d-117e, 122-122a, 122b-122c, 124d, 124-125a, 125b-125c, 125d, 142d, 142e, 146d, 146e-146f, 146g, 148c, 149d-149f, 153a, 154-154a, 154b-154c, 156d, 156-157a, 157b-157c, 157d, 157, 174d, 174e, 178d, 178e-178f, 178g, 180c, 181d-181f, 185a, 186-186a, 186b-186c, 188d, 188-189a, 189b-189c, 189d, 208d, 208e, 212d, 212e-212f, 212g, 216c, 217d-217f
TE 4: 15a, 16-16a, 16b-16c, 18d, 18-19a, 19b-19c, 19d, 44d, 44e, 48d, 48e-48f, 48g, 51d-51e, 55a, 56-56a, 56b-56c, 58d, 58-59a, 59b-59c, 59d, 78d, 78e, 82d, 82e-82f, 82g, 86c, 87d-87e, 91a, 92-92a, 92b-92c, 94d, 94-95a, 95b-95c, 95d, 110d, 110e, 114d, 114e-114f, 114g, 118c, 119d-119e, 122-123, 123a, 124-124a, 124b-126c, 126d, 144d, 144e, 148d, 148e-148f, 148g, 152c, 153d, 157a, 158-158a, 158b-158c, 160d, 160-161a, 161b-161c, 161d, 161, 182d, 182e, 186d, 186e-186f, 186g, 188c, 189d-189e, 194-194a, 194b-194c, 196c-196d, 196-197a, 197b-197c, 197d, 218d, 218e, 222e-222f, 222g, 226c, 227d-227e
TE 5: 15a, 16-16a, 16b-16c, 18d, 18-19a, 19b-19c, 19d, 40d, 40e, 44d, 44e-44f, 44g, 50c, 51d-51e, 55a, 56-56a, 56b-56c, 58d, 58-59a, 59b-59c, 59d, 78d, 78e, 82d, 82e-82f, 82g, 88c, 89d-89e, 93a, 94-94a, 94b-94c, 96d, 96-97a, 97b-97c, 97d, 120d, 120e, 124d, 124e-124f, 124g, 128c, 129d-129e, 133a, 134-134a, 134b-134c,

136d, 136-137a, 137b-137c, 137d, 156d, 156e, 160d, 160e-160f, 160g, 164c, 165d-165e, 169a, 170-170a, 170b-170c, 172d, 172-173a, 173b-173c, 173d, 194d, 194e, 198c-198d, 198e-198f, 198g, 200c, 201d-201e, 205a, 206-206a, 206b-206c, 208d, 208-209a, 209b-209c, 209d, 232d, 232e, 236c-236d, 236e-236f, 236g, 240c, 241d-241e

(RF.1.3a)

SE 1: 18, 126

SE 2: 16, 84

SE 3: 48

TE 1: 30d, 30e, 37d-37e, 62d, 62g, 126-127a

TE 2: 15a, 16-16a, 16b-16c, 19d, 34c, 34e, 38e-38f, 42c, 43d, 70d, 70g, 84d, 84-85a, 96d, 96e, 100e-100f, 102c, 103d, 132d

TE 3: 47a, 48, 48a, 48b-48c, 51d, 74d, 110g

(RF.1.3b)

SE R: 16, 42, 66, 68, 92, 94, 118, 120, 144

SE 1: 16, 18, 42, 44, 70, 72, 98, 124, 126, 150, 152

SE 2: 16, 18, 48, 50, 82, 84, 108, 110, 142, 144, 174

SE 3: 16, 18, 48, 90, 124, 154

SE 4: 16, 56, 92, 94, 124, 126, 160, 196

SE 5: 94, 96, 134, 170, 208

TE R: 16, 17a-17b, 32g-32h, 42-43a, 43b-43c, 66e-66f, 66, 66g, 68e-68f, 68g, 68q-68r, 68, 69a-69b, 74-75, 92, 94r, 94, 95a-95b, 113b, 118e-118f, 118, 120e-120f, 120, 121a-121b, 144, 146, 146g, 147a-147b, 154-155, 162g-162h

TE 1: 16-16a, 16b-16c, 18-19a, 19b-19c, 19d, 34e-34f, 36c-36d, 37d-37e, 42-42a, 42b-42c, 44-45a, 45b-45c, 58e, 65d-65e, 68-69, 69a, 70-70a, 70b-70c, 72d, 72-73a, 73b-73c, 84d, 88e-88f, 92c, 93d-93e, 98, 98b-98c, 119d-119e, 124-124a, 124b-124c,

126-127a, 127b-127c, 127d, 142e-142f, 145d-145e, 150a, 150b-150c, 152-153a, 153b-153c, 153d, 164e, 170c, 171d-171e

TE 2: 16-16a, 16c, 18d, 18-19a, 19b-19c, 19d, 38c, 38e-38f, 38g, 42c, 43d, 48a, 48b-48c, 51a, 51b-51c, 51d, 66d, 70e-70f, 77d, 82-82a, 82b-82c, 84-85a, 85d, 100e-100f, 108-108a, 108b-108c, 110-111a, 111b-111c, 111d, 128e, 132e-132f, 142-142a, 142b-142c, 144-145a, 145b-45c, 174-174a, 174b-174c, 177b-177c, 177d, 198e-198f

TE 3: 16b-16c, , 18-19a, 19b-19c, 19d, 38e-38f, 43d-43e, 48-48a, 48b-48c, 51d, 78e-78f, 83d-83e, 110e-110f, 117d-117e, 142e, 146e-146f, 149d-149f, 154-154a, 154b-154c, 157b-157c, 178e-178f, 181d-181f, 186b-186c, 188-189a, 189b-189c, 212d, 212e-212f, 217d-217e

TE 4: 16b-16c, 18-19a, 19b-19c, 48e-48f, 51d-51e, 56b-56c, 59b-59c, 59d, 82e-82f, 87d-87e, 92-92a, 92b-92c, 94c-94d, 94-95a, 95b-95c, 114e-114f, 119d-119e, 124b-124c, 126-127a, 127b-127c, 148e-148f, 153d-153e, 158b-158c, 186e-186f, 196-197a, 198a, 222e-222f, 226c

TE 5: 16-16a, 19d, 40d-40e, 44e-44f, 51d-51e, 56-56a, 56b-56c, 78d-78e, 82d, 82e-82f, 82g, 89d-89e, 94-94a, 94b-94c, 97d, 124d, 124e-124f, 129d-129e, 134-134a, 134b-134c, 137d, 156c-156d, 160e-160f, 170-170a, 170b-170c, 173d, 194e, 198e-198f, 206b-206c, 208-209a, 209b-209c, 236e-236f, 236g

(RF.1.3c)

SE 2: 48, 50, 82, 108, 111, 142, 174, 176

SE 4: 16, 56, 92, 94, 124

SE 5: 56

TE 2: 38g, 47a, 48-48a, 48b, 50-51a, 51c, 51d, 66d, 66e, 70e-70f, 76c, 77d, 82-82a, 82b-82c, 85d, 96c-96d, 96e, 100d, 100e-100f, 100g, 103d, 107a,

108-108a, 108b-108c, 111, 111d, 128d, 128e, 132d, 132e-132f, 132g, 136c, 137d-137e, 141a, 142-142a, 142b-142c, 142d, 145b-145c, 145d, 160d, 160e, 164c-164d, 164e-164f, 168c, 169d-169e, 173a, 174-174a, 174b-174c, 177c, 177d, 194c-194d, 194e, 198d, 198e-198f, 198g, 200c, 201d-201e

TE 3: 16-16a, 16b-16c, 18d, 18-19a, 19b-19c, 19d, 38d, 38e-38f, 78d

TE 4: 15a, 16-16a, 16b-16c, 19d, 44d, 44e, 48e-48f, 50c, 51d, 55a, 56-56a, 56b-56c, 59d, 78d, 78e, 82c-82d, 82e-82f, 87d-87e, 91a, 92-92a, 92b-92c, 95d, 95, 110d, 110e, 114d, 114e-114f, 114g, 118c, 119d-119e, 123a, 124-124a, 124b-124c, 127b-127c, 127d, 144d, 144e, 148d, 148e-148f, 148g, 152c, 153d-153e, 158b-158c, 161b-161c, 186d, 186e-186f, 186g

TE 5: 44g, 56-56a, 78d, 78e

(RF.1.3d)

SE 2: 176

TE R: 68d, 136d, 146d

TE 1: 112c

TE 2: 176c, 176d, 176, 177a, 200c

TE 3: 110c, 146c, 178c

TE 4: 148c, 152c, 186c, 188c, 222c, 226c

TE 5: 58d, 58-59a, 96c

(RF.1.3e)

SE 2: 176

SE 3: 50

SE 4: 194

SE 5: 18, 58, 172

TE 2: 176d, 176-177a, 177b-177c, 194e, 198e-198f, 200c, 201d, 201e

TE 3: 38d, 50-51a, 51b-51c, 74d

TE 4: 194-194a, 194b-194c

TE 5: 18c-18d, 18-19a, 19b-19c, 40e, 44e-44f, 50c, 58c-58d, 58-59a, 59b-59c, 59d, 78c-78d, 78e, 82d, 82e-82f, 88c, 124d, 124g, 172-173a, 173b-173c, 236d

(RF1.3f)

SE 1: 98, 100

SE 2: 144
SE 3: 88, 91, 122, 125, 186, 189
SE 4: 58
SE 5: 96
TE 1: 97a, 98–98a, 98b–98c, 100d, 100–101a, 101b–101c, 101d–101e, 102a, 112c–112d, 112e, 116e–116f, 118c, 119d–119e, 142d
TE 2: 144d, 144–145a, 145b–145c, 160e, 164e–164f, 168c, 169d–169e, 198d, 198g
TE 3: 49c, 87a, 88–88a, 88b–88c, 91d–91e, 106d–106e, 106f, 110e–110f, 116c, 117d–117e, 121a, 122–122a, 122b–122c, 125d, 126a, 142d, 146d, 146e–146f, 146g, 148c, 149d–149f, 178d, 178g, 185a, 186–186a, 186b–186c, 189d, 216c
TE 4: 19d, 48d, 48g, 58–59a, 59b–59c, 82e–82f, 86c, 114d
TE 5: 44g, 96d, 96–97a, 97b–97c, 120d, 120e, 124e–124f, 128c, 129d–129e, 134b–134c, 160d, 160g
(RF.1.3g)

SE R: 17, 41, 43, 69, 93, 95, 119, 121, 145, 147
SE 1: 17, 19, 43, 45, 71, 73, 99, 101, 125, 127, 150–151, 152–153
TE R: 16h, 17a–17b, 17, 32f, 32g–32h, 35b, 41, 42h, 43b–43c, 43, 58f, 58g–58h, 61b, 67, 68h, 69a–69b, 69, 84f, 84g–84h, 87b, 93, 94h, 95a–95b, 95, 110g–110h, 113b, 119, 120h, 121a–121b, 121, 130–131, 136f, 136g–136h, 139b, 145, 146h, 147a–147b, 147, 162f, 162g–162h, 165b
TE 1: 16b–16c, 17, 19b–19c, 30g, 34e–34f, 37b, 37d–37e, 42b–42c, 43, 45b–45c, 45, 58g, 62e–62f, 65b, 65e, 70b–70c, 71, 73, 84g, 88e–88f, 93b, 93d–93e, 99, 101, 112g, 119b, 119d–119e, 124b–124c, 125, 127, 138g, 145d–145e, 151, 153, 164g, 168e–168f, 171b, 171d–171e
TE 2: 16b–16c, 17, 19b–19c, 19, 34g,

38f, 43b, 43d, 48b-48c, 51b-51c, 51, 66g, 70e-70f, 77b, 77d, 82b-82c, 83, 85, 96g, 100e-100f, 100g, 103b, 103d, 108c, 108d, 111b-111c, 111, 128g, 132f, 132g, 137b, 137d, 142b-142c, 142d-143, 145b-145c, 145, 154-155, 156-157, 160g, 164g, 169b, 169d-169e, 174b-174c, 175, 177b-177c, 194g, 198e-198f, 198g-198h, 201b, 201d-201e

TE 3: 16b-16c, 17, 19b-19c, 19, 34g, 38g, 43b, 43d-43e, 48b-48c, 49, 51b-51c, 51, 52a, 74g, 78e-78f, 78g, 83b, 83d-83e, 88b-88c, 89, 91b-91c, 106g, 110e-110f, 117b, 117d-117e, 122b-122c, 123, 125b-125c, 125, 142g, 146e-146f, 146g, 149b, 149d-149f, 154b-154c, 155, 157b-157c, 157, 178e-178f, 181b, 181d-181f, 186b-186c, 186d, 189b-189c, 189, 208g, 212e-212f, 212g, 217b, 217d-217f

TE 4: 16b-16c, 17, 19b-19c, 19, 44g, 48e-48f, 48g, 51b, 51d-51e, 56b-56c, 57, 59b-59c, 78g, 82e-82f, 82g, 87b, 87d-87e, 92c, 93, 95b-95c, 95, 110g, 114e-114f, 119b, 119d-119e, 124b-124c, 125, 127b-127c, 144g, 148e-148f, 148g, 153b, 153d-153e, 158b-158c, 159, 161b-161c, 161, 182e, 182g, 186e-186f, 186g, 189b, 189d-189e, 194b-194c, 197b-197c, 197, 218g, 222f, 222g, 227b, 227d-227e

TE 5: 16b-16c, 17, 19b-19c, 19, 40g, 44e-44f, 44g, 51b, 51d-51e, 56b-56c, 57, 59c, 59, 78g, 82e-82f, 89b, 89d-89e, 94b-94c, 95, 97b-97c, 97, 120e, 120g, 124e-124f, 129b, 129d-129e, 134b-134c, 135, 137b-137c, 137, 156e, 156g, 160e-160f, 165b, 165d-165e, 170b-170c, 171, 173b-173c, 173, 194e, 194g, 198f, 201b, 201d-201e, 206b-206c, 207, 209b-209c, 209, 232e, 232g, 236e-36f, 241b, 241d-241e

Domain: <i>Foundational Skills</i>		
Cluster: Fluency		
Standard: <i>Read with sufficient accuracy and fluency to support comprehension.</i>		
<ul style="list-style-type: none"> <i>a. Read on-level text with purpose and understanding.</i> <i>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</i> <i>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i> 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>How does fluency affect comprehension?</i>	<i>Fluent readers group words quickly to help them gain meaning from what they read.</i>	<p><i><u>Readers Theater scripts</u>- In order to do this activity teachers will need multiple copies of one play for students to read from. Have students work in groups of 3 to 5 and assign each student a character to read for. Discuss each of the characters and their characteristics (ex. What kind of personality does the wolf have in the “Three Little Pigs”? How do you think his voice is going to sound when he speaks?). Assign a character to each student and have them recite the play. Praise students reading with fluency and expression. After students are done reading, have them reread the play a second time acting out a different character. You will see as students reread their fluency increases. Repeat activity until all students were able to read for all the characters in the play.</i></p> <ul style="list-style-type: none"> ○ <i><u>Buddy Read</u>- Students will work in pairs and take turns reading a story aloud. Students can alternate by paragraph, sentence or word.</i>
Content Statements		
Students will be able to gain reading comprehension by being able to read grade appropriate text orally at an appropriate rate.		

Assessments	Teacher Resources	
<i>Teacher observation of cooperative activity. Teacher generated questions to stories read during group activity.</i>	<i>Reading Street 2013 Alignment</i>	
Equipment Needed		
Reader Theater scripts Independent reading book for buddy reading activity	Accuracy: SE 1: 37, 65 SE 2: 43, 137, 201 SE 3: 43 SE 4: 87, 153 Rate: SE 1: 93, 119 SE 2: 43, 137, 201 SE 3: 43 SE 4: 87, 153 SE 5: 51, 89 TE R: 17b, 32h, 43c, 58h, 69b, 84h, 95b, 110h, 121b, 136h, 147b, 162h TE 1: 19c, 31b, 34e-34f, 35b, 37a, 59b, 62e-62f, 63b, 70c, 73b-73c, 85b, 88f, 91a, 93a, 98c, 101c, 113b, 116e-116f, 117b, 124c, 127c, 142f, 150c, 153c, 153, 168f, 169b TE 2: 16c, 19c, 35b, 38f, 41a, 43a, 48c, 51c, 70f, 82c, 100f, 108c, 111c, 132f, 137a, 142c, 145, 164f, 174c, 177c, 198f, 201a TE 3: 16c, 35b, 38e-38f, 43d-43e, 48b-48c, 51b-51c, 78e-78f, 83d-83e, 91b-91c, 110e-110f, 117d-117e, 122b-122c, 125b-125c, 146e-146f, 149d-149f, 157b-157c, 178e-178f, 181d-181f, 186b-186c, 189b-189c, 212e-212f, 217d-217f TE 4: 16c, 19c, 48f, 51d, 56c, 59c, 79b, 82f, 87d, 92c, 95c, 114f, 119d, 124c, 127c, 148f, 153d, 158c, 161c, 183b, 186f, 189a, 189d, 194c, 197c, 222f, 227d TE 5: 16c, 19c, 44f, 51d-51e, 56c, 59c, 82f, 89d, 94c, 97c, 124f, 129d-	
NJ Model Curriculum Alignment 2012 RF.1.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

129e, 134c, 137c, 160f, 165d, 170c,
173c, 198f, 201d, 206c, 209c, 236f, 241d

(RF.1.4a)

TE R: 18a, 27a, 44a, 53a, 70a–79a,
96a–105a, 122a–131a, 148a, 157b

TE 1: 20b–29a, 46b–57a, 74–83a,
102b–111a, 128b–137a, 154b–163a

TE 2: 20b–33a, 52b–65a, 86b–95a,
112b–127a, 146b–159a, 178b–193a

TE 3: 20b–33a, 52b–73a, 92b–105a,
126b–141a, 158b–173a, 190b–207a

TE 4: 20b–43a, 60b–77a, 96b–109a,
128b–143a, 162b–181a, 198b–217a

TE 5: 20b–39a, 60b–77a, 98b–119a,
138b–155a, 174b–193a, 210b–231a

(RF.1.4b)

Appropriate Phrasing:

SE 1: 65, 145, 171

SE 2: 77, 103, 169

SE 3: 83, 117

SE 5: 51, 89, 241

Expression and Intonation:

SE 3: 149, 181, 217

SE 4: 51, 119, 153, 227

TE 1: 45c, 45, 59b, 63b, 65a, 85b,
91a, 113b, 117b, 119a, 139b, 143b,
145a, 165b, 171a

TE 2: 35b, 67b, 75b, 77a, 97b, 101b,
102–103a, 129b, 135a, 137a, 161b,
167a, 169a, 195b, 199b, 201a

TE 3: 35b, 41a, 43a, 75b, 81a, 82–83,
107b, 115b, 117a, 143b, 145b, 149a,
175b, 179b, 181a, 209b, 215a, 217a

TE 4: 45b, 49b, 51a, 79b, 85a, 87a,
111b, 113b, 117a, 119a, 145b, 151a,
153a, 187b, 219b, 225a, 227a

TE 5: 41b, 49b, 51a, 79b, 87b, 89a,
127a, 129a, 157b, 163a, 165a, 195b,
199b, 201a, 233b, 239a, 241a

(RF.1.4c)

SE 2: 169

SE 3: 217

SE 4: 153

SE 5: 165

TE 1: 50–51

TE 2: 52b, 56–57, 72–73, 74–75, 120–

121, 122-123, 169a, 196-197, 206-207

TE 3: 26-27, 190a, 194-195

TE 4: 20b, 24-25, 68-69, 128a, 136-137, 153a

TE 5: 66-67, 112-113, 138a, 165a, 178-179