



## ***Greenwich/Stow Creek Partnership Schools*** **Curriculum Guide for Language Arts**

<b><i>Course Name</i></b>	<b>English Language Arts</b>
<b><i>Grade Level(s)</i></b>	<b>First Grade</b>
<b><i>School</i></b>	<b>Morris Goodwin School</b>
<b><i>Initial Year of Implementation</i></b>	<b>2024-2025</b>
<b><i>Length of Course</i></b>	<b>1 School Year</b>

<b><i>Supervisor of Curriculum &amp; Instruction</i></b>	<b><i>Author(s)</i></b>
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**Approved by the Board of Education**  
**Stow Creek Board of Education: 8-22-2024**  
**Greenwich Board of Education: 8-21-2024**

## **Marking Period 1 Standards (Modules 1 -4)**

### **Progress Indicators for Reading Literature Text**

#### **Key Ideas and Details**

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

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

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

#### **Craft and Structure**

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

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

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

#### **Integration of Knowledge and Ideas**

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.8. (Not applicable to literature)

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

### **Range of Reading and Level of Text Complexity**

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above

### **Progress Indicators for Reading Informational Text**

#### **Key Ideas and Details**

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

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

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

#### **Craft and Structure**

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

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

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

#### **Integration of Knowledge and Ideas**

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

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

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

### **Range of Reading and Level of Text Complexity**

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

## **Progress Indicators for Reading Foundation Skills**

### **Print Concepts**

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

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

Phonological Awareness

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

A. Distinguish long from short vowel sounds in spoken single-syllable words.

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

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

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

### **Phonics and Word Recognition**

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

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. Distinguish long and short vowels when reading regularly spelled one-syllable words.

E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

### **Fluency**

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

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

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

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

## **Progress Indicators for Writing**

### **Text Types and Purposes**

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

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

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### **Production and Distribution of Writing**

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

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

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

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

## **Progress Indicators for Speaking and Listening**

### **Comprehension and Collaboration**

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

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

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

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

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

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

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

**Progress Indicators for Language  
Conventions of Standard English**

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Print all upper- and lowercase letters.
  - B. Use common, proper, and possessive nouns.
  - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  - D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
  - E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
  - F. Use frequently occurring adjectives.
  - G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
  - H. Use determiners (e.g., articles, demonstratives). I. Use frequently occurring prepositions (e.g., during, beyond, toward).
  - J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize dates and names of people.
  - B. Use end punctuation for sentences.
  - C. Use commas in dates and to separate single words in a series.
  - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Vocabulary Acquisition and Use**

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
  - C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). New Jersey Student Learning Standards for English Language Arts
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

**Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills:**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.2.CT.3: Use a variety of types of thinking to solve problems

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

**Social-Emotional Learning Competencies:**

Self Awareness

Self Management

Social Awareness

Responsible Decision Making

Relationship Skills

**Technology**

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

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

• 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others

## **Marking Period 2 Standards (Modules 4-7)**

### **Progress Indicators for Reading Literature Text**

#### **Key Ideas and Details**

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

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

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

#### **Craft and Structure**

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

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

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

#### **Integration of Knowledge and Ideas**

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.8. (Not applicable to literature)

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

### **Range of Reading and Level of Text Complexity**

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above

### **Progress Indicators for Reading Informational Text**

#### **Key Ideas and Details**

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

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

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

#### **Craft and Structure**

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

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

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

#### **Integration of Knowledge and Ideas**

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

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

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

### **Range of Reading and Level of Text Complexity**

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

### **Progress Indicators for Reading Foundation Skills**

#### **Print Concepts**

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

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

Phonological Awareness

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

A. Distinguish long from short vowel sounds in spoken single-syllable words.

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#### **Phonics and Word Recognition**

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).

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#### **Fluency**

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

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

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## **Progress Indicators for Writing**

### **Text Types and Purposes**

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

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W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### **Production and Distribution of Writing**

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

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

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

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### **Presentation of Knowledge and Ideas**

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**Social-Emotional Learning Competencies:**

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• 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others

### **Marking Period 3 Standards (Modules 7-10)**

#### **Progress Indicators for Reading Literature Text**

##### **Key Ideas and Details**

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

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

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

##### **Craft and Structure**

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

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

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

##### **Integration of Knowledge and Ideas**

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.8. (Not applicable to literature)

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

##### **Range of Reading and Level of Text Complexity**

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##### **Integration of Knowledge and Ideas**

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

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

### **Range of Reading and Level of Text Complexity**

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

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#### **Print Concepts**

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### **Production and Distribution of Writing**

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

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  - J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
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- A. Capitalize dates and names of people.
  - B. Use end punctuation for sentences.
  - C. Use commas in dates and to separate single words in a series.
  - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Vocabulary Acquisition and Use**

- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- A. Use sentence-level context as a clue to the meaning of a word or phrase.
  - B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
  - C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). New Jersey Student Learning Standards for English Language Arts
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

**Highlighted Career Ready Practices and 21<sup>st</sup> Century Themes/Skills:**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

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9.4.2.DC.1: Explain differences between ownership and sharing of information.

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**Social-Emotional Learning Competencies:**

Self Awareness

Self Management

Social Awareness

Responsible Decision Making

Relationship Skills

**Technology**

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

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

• 8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others



## **Marking Period 4 Standards (Modules 10-12)**

### **Progress Indicators for Reading Literature Text**

#### **Key Ideas and Details**

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

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

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.

#### **Craft and Structure**

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

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

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

#### **Integration of Knowledge and Ideas**

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.8. (Not applicable to literature)

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

#### **Range of Reading and Level of Text Complexity**

RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above

### **Progress Indicators for Reading Informational Text**

#### **Key Ideas and Details**

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

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

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

#### **Craft and Structure**

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

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

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

#### **Integration of Knowledge and Ideas**

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

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

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

### **Range of Reading and Level of Text Complexity**

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

### **Progress Indicators for Reading Foundation Skills**

#### **Print Concepts**

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

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

Phonological Awareness

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

A. Distinguish long from short vowel sounds in spoken single-syllable words.

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

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

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

#### **Phonics and Word Recognition**

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

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. Distinguish long and short vowels when reading regularly spelled one-syllable words.

E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

#### **Fluency**

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

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

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

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

## **Progress Indicators for Writing**

### **Text Types and Purposes**

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

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

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### **Production and Distribution of Writing**

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

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### **Research to Build and Present Knowledge**

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

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

## **Progress Indicators for Speaking and Listening**

### **Comprehension and Collaboration**

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

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

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

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

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### **Presentation of Knowledge and Ideas**

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

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

**Progress Indicators for Language  
Conventions of Standard English**

- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Print all upper- and lowercase letters.
  - B. Use common, proper, and possessive nouns.
  - C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  - D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
  - E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
  - F. Use frequently occurring adjectives.
  - G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
  - H. Use determiners (e.g., articles, demonstratives). I. Use frequently occurring prepositions (e.g., during, beyond, toward).
  - J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- A. Capitalize dates and names of people.
  - B. Use end punctuation for sentences.
  - C. Use commas in dates and to separate single words in a series.
  - D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
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**ELA Pacing Guide**

**Grade: 1st**

**Into Reading and Reading Horizons for Phonics**

	<b>Standards</b>	<b>Essential Question</b>	<b>Oral Language:</b>	<b>Foundational Essential Skills</b>	<b>Reading Workshop &amp; Vocabulary Essential Skills</b>	<b>Writing Workshop Essential Skills</b>
<p>Module 1: Nice to Meet You 9/5/24 to 9/27/24</p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>● RL.1.1</li> <li>● RL.1.2</li> <li>● RL.1.3</li> <li>● RL.1.7</li> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.3</li> <li>● RF.1.1</li> <li>● RF.1.2</li> <li>● RF.1.3</li> <li>● RF.1.4</li> <li>● W.1.3</li> <li>● W.1.5</li> <li>● SL.1.1</li> <li>● SL.1.2</li> <li>● SL.1.5</li> <li>● L.1.1</li> <li>● L.1.2</li> <li>● L.1.5</li> </ul>	<p><b>Essential Question:</b></p> <p>How can making new friends and learning new things help us?</p>	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>● Social Communication</li> <li>● Introductions</li> <li>● Greetings</li> <li>● Following Directions</li> <li>● Listen Actively</li> <li>● Take Turns Speaking</li> <li>● Formal and Informal Language</li> </ul>	<p><b>Phonological Awareness:</b></p> <p><i>Fluency</i></p> <ul style="list-style-type: none"> <li>● Accuracy and self-correction</li> <li>● Reading rate</li> <li>● Phrasing</li> </ul> <p><i>Spelling</i></p> <ul style="list-style-type: none"> <li>● Short a</li> <li>● Short i</li> </ul> <p><b>Phonics:</b> Consonants- m, s, t, b, n, d, p, c /k/, r, f, s /z/; short a, short i; inflection -s</p> <p><b>High Frequency Words:</b> Go, is, like, see, the, this, to, we, a, first, good, had, he, I, my, was, and, find, for, just, many, one, she, then</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Selection Quizzes: Try this!, My School Trip, A Kids’ Guide to Friends, Big Dilly’s</li> </ul>	<p><b>Vocabulary:</b></p> <p><i>Oral Language</i></p> <ul style="list-style-type: none"> <li>● Noisy, furry, hall, library, goodness, favorite</li> <li>● Search, introduce, ridiculous, calm, happened, accept</li> <li>● Approve, weird, copied, quivered, flutter, folds, swayed, grumbled</li> </ul> <p><i>Power Words</i></p> <ul style="list-style-type: none"> <li>● Try, new, great, enjoy, excited, nervous</li> <li>● Trip, partner, wished, last, kinds, together</li> <li>● Ugly, paddled, chilly, beautiful, changed</li> </ul> <p>Generative Vocabulary</p> <ul style="list-style-type: none"> <li>● Words about feelings</li> <li>● Inflectional -ed</li> </ul> <p>Vocabulary Strategy</p> <ul style="list-style-type: none"> <li>● Classify and</li> </ul>	<p><b>Writing Process:</b></p> <p><i>Narrative: Oral story</i></p> <ul style="list-style-type: none"> <li>● Introduce the text</li> <li>● Read the text</li> <li>● Vocabulary</li> <li>● Finding a topic</li> <li>● Begin oral storytelling</li> <li>● Telling and listening to stories</li> <li>● Prewriting: a written class story</li> <li>● Drafting I: developing the class story</li> <li>● Drafting II: assessing the story</li> <li>● Revising I: adding detail</li> <li>● Revising II: find the right words</li> <li>● Editing: Capitalizing proper nouns</li> <li>● Publishing</li> <li>● Sharing</li> </ul>

				<p>Tale</p> <ul style="list-style-type: none"> <li>● Weekly assessments</li> <li>● Module assessment</li> </ul>	<p>categorize</p> <p><b>Print Concepts:</b> <i>Skills and Strategies</i></p> <ul style="list-style-type: none"> <li>● Story structure</li> <li>● Elements of poetry</li> <li>● Ask and answer questions</li> <li>● Author's purpose</li> <li>● Monitor and clarify</li> <li>● Make inferences</li> <li>● Topic and central idea</li> <li>● Characters</li> </ul> <p><i>Speaking and listening</i></p> <ul style="list-style-type: none"> <li>● Collaborative conversations</li> </ul>	
<p>Module 2</p> <p>My Family, My Community</p> <p>9/30/24 to 10/18/24</p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>● RL.1.1</li> <li>● RL.1.2</li> <li>● RL.1.4</li> <li>● RL.1.5</li> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.4</li> <li>● RI.1.6</li> <li>● RI.1.7</li> <li>● RF.1.1</li> <li>● RF.1.2</li> <li>● RF.1.3</li> <li>● RF.1.4</li> <li>● W.1.2</li> <li>● W.1.5</li> <li>● W.1.17</li> </ul>	<p><b>Essential Question:</b></p> <p>How does everyone in my family and community make them special?</p>	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>● Social Communication</li> <li>● Asking for Help</li> <li>● Expressing Needs and Wants</li> <li>● Speak Audibly</li> <li>● Speak Clearly</li> <li>● Listen Actively</li> <li>● Formal and Informal Language</li> </ul>	<p><b>Phonological Awareness:</b></p> <p><i>Fluency</i></p> <ul style="list-style-type: none"> <li>● Expression</li> <li>● Intonation</li> <li>● Accuracy and self-correction</li> </ul> <p><i>Spelling</i></p> <ul style="list-style-type: none"> <li>● Short i</li> <li>● Short o</li> <li>● Short u</li> </ul> <p><b>Phonics:</b> Consonants- g,k,l,h,w,j,y,v Short vowels- a,i,o,u</p>	<p><b>Vocabulary:</b></p> <p><i>Oral Language</i></p> <ul style="list-style-type: none"> <li>● Toiled, belong, gifted, persists, smeared, sketch</li> <li>● Heart, gazed, dipped, gloom, decorated, canvas</li> <li>● Pointing, close, docked, unload, harbor</li> </ul> <p><i>Power Words</i></p> <ul style="list-style-type: none"> <li>● Mess, market, sell, help, neighbors, set</li> <li>● Town, map, community, places, purpose, clinic</li> <li>● Spoon, against,</li> </ul>	<p><b>Writing Process:</b></p> <p><i>Informational Text: Descriptive Essay</i></p> <ul style="list-style-type: none"> <li>● Introduce the text</li> <li>● Read the text</li> <li>● Vocabulary</li> <li>● Prewriting I: Finding a topic</li> <li>● Prewriting II: Planning a descriptive essay</li> <li>● Drafting I: Elements of a descriptive essay</li> <li>● Drafting II: Using sensory words</li> <li>● Drafting III: Adding art</li> <li>● Revising I: Grouping</li> <li>● Revising II: Incorporating feedback</li> <li>● Revising III: Capitalization</li> </ul>

	<ul style="list-style-type: none"> <li>● SL.1.1</li> <li>● SL.1.2</li> <li>● SL.1.4</li> <li>● L.1.1</li> <li>● L.1.2</li> <li>● L.1.4</li> </ul>			<p><b>High Frequency Words:</b> Are, buy, little, said, too, up, will, you, do, live, of, our, wants, what, with, your, about, eat, how, make, out, put, takes, who</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Selection Quizzes: Dan Had a Plan, On the Map!, Places in My Neighborhood, Who Put the Cookie in the Cookie Jar?</li> <li>● Weekly assessments</li> <li>● Module assessment</li> </ul>	<p>churn, stock, heal, drive</p> <p>Generative Vocabulary</p> <ul style="list-style-type: none"> <li>● Words about places and things</li> <li>● Words about actions and directions</li> </ul> <p>Vocabulary Strategy</p> <ul style="list-style-type: none"> <li>● Antonyms</li> </ul> <p><b>Print Concepts:</b> <i>Skills and Strategies</i></p> <ul style="list-style-type: none"> <li>● <i>Ideas and support</i></li> <li>● <i>Text organization</i></li> <li>● <i>Retell</i></li> <li>● <i>Setting</i></li> <li>● <i>Summarize</i></li> <li>● <i>Text features</i></li> <li>● <i>Make connections</i></li> <li>● <i>Content-area words</i></li> <li>● <i>Ask and answer questions</i></li> <li>● <i>Text organization</i></li> </ul> <p><i>Speaking and listening</i></p> <ul style="list-style-type: none"> <li>● <i>Social communication</i></li> </ul>	<ul style="list-style-type: none"> <li>● Editing I: Review for grammar</li> <li>● Editing II: Prepare for publish</li> <li>● Publishing</li> <li>● Sharing</li> </ul>
Module 3  Amazing Animals	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>● RL.1.1</li> <li>● RL.1.2</li> <li>● RL.1.3</li> <li>● RL.1.6</li> <li>● RI.1.1</li> <li>● RI.1.2</li> </ul>	<p><b>Essential Question:</b></p> <p>How do animals' bodies help them?</p>	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>● Collaborative Discussion</li> <li>● Listen Actively</li> <li>● Respond in Complete</li> </ul>	<p><b>Phonological Awareness:</b> <i>Fluency</i></p> <ul style="list-style-type: none"> <li>● Reading Rate</li> <li>● Expression</li> <li>● Phrasing</li> </ul>	<p><b>Vocabulary:</b> <i>Oral language</i></p> <ul style="list-style-type: none"> <li>● Propel, sinking, spring, hunts, stubby</li> <li>● Sheds, lenses, sharp, pupils, experts,</li> </ul>	<p><b>Writing Process:</b> Informational Text: Research Essay</p> <ul style="list-style-type: none"> <li>● Introduce the text</li> <li>● Read the text</li> <li>● Vocabulary</li> <li>● Prewriting I: Finding a topic</li> <li>● Prewriting II: Research a topic</li> </ul>



<p>10/21/24 to 11/8/24</p>	<ul style="list-style-type: none"> <li>● RI.1.3</li> <li>● RI.1.6</li> <li>● RF.1.1</li> <li>● RF.1.2</li> <li>● RF.1.3</li> <li>● RF.1.4</li> <li>● W.1.2</li> <li>● W.1.5</li> <li>● W.1.8</li> <li>● SL.1.1</li> <li>● SL.1.2</li> <li>● SL.1.6</li> <li>● L.1.1</li> <li>● L.1.2</li> <li>● L.1.6</li> </ul>		<ul style="list-style-type: none"> <li>● Sentences</li> <li>● Intonation</li> </ul>	<p><i>Spelling</i></p> <ul style="list-style-type: none"> <li>● Short e</li> <li>● Double final consonants</li> <li>● Consonants digraph sh</li> </ul> <p><b>Phonics:</b>  Consonants- qu /kw/, x, z, ck /k/  Short vowels- e, i, o,u  Double final consonants  Consonant digraph sh</p> <p><b>High Frequency Words:</b>  Day, every, fly, have, look, made,they, write, all, down, four, from, her, now, saw, went, by, call, could, know, some, there, were, would</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Selection Quizzes: The nest, Blue bird and coyote, Have you heard the nesting bird?, Step-by-step advice from the animal kingdom</li> <li>● Weekly assessments</li> <li>● Module assessment</li> </ul>	<p>swivel</p> <ul style="list-style-type: none"> <li>● Raised, mark, scold, limit, pelted, puny, clenched</li> </ul> <p><i>Power words</i></p> <ul style="list-style-type: none"> <li>● Exclaimed, surprise, warm, soon, empty, twigs</li> <li>● Thank, dull, once, stroll, shingle, shriek</li> <li>● Prey, predators, school, circling, herd</li> </ul> <p><i>Generative vocabulary</i></p> <ul style="list-style-type: none"> <li>● Words about time and position</li> <li>● Inflection -ing</li> </ul> <p>Vocabulary strategy</p> <ul style="list-style-type: none"> <li>● Synonyms</li> </ul> <p><b>Print Concepts:</b></p> <p><i>Skills and Strategies</i></p> <ul style="list-style-type: none"> <li>● Text features</li> <li>● Ask and answer questions</li> <li>● Story structure</li> <li>● Create mental images</li> <li>● Point of view</li> <li>● Monitor and clarify</li> <li>● Summarize</li> <li>● Text organization</li> </ul> <p><i>Speaking and listening</i></p> <ul style="list-style-type: none"> <li>● Ask and answer</li> </ul>	<ul style="list-style-type: none"> <li>● Drafting I: Elements of an informational essay</li> <li>● Drafting II: Integrating research</li> <li>● Drafting III: Adding art</li> <li>● Drafting IV: Adding text features</li> <li>● Revising I: Grouping</li> <li>● Revising II: Singular and plural nouns</li> <li>● Editing I: Review for grammar</li> <li>● Editing II: Prepare for publish</li> <li>● Publishing</li> <li>● Sharing</li> </ul>
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					<i>questions</i>	
Module 4  Better Together  11/11/24 to 11/29/24	<b>Essential:</b> <ul style="list-style-type: none"> <li>● RL.1.1</li> <li>● RL.1.2</li> <li>● RL.1.3</li> <li>● RL.1.9</li> <li>● RL.1.10</li> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.3</li> <li>● RI.1.9</li> <li>● RI.1.10</li> <li>● RF.1.1</li> <li>● RF.1.2</li> <li>● RF.1.3</li> <li>● RF.1.4</li> <li>● W.1.2</li> <li>● W.1.5</li> <li>● W.1.7</li> <li>● SL.1.1</li> <li>● SL.1.2</li> <li>● SL.1.5</li> <li>● L.1.1</li> <li>● L.1.2</li> <li>● L.1.4</li> </ul>	<b>Essential Question:</b>  Why is it important to do my best and get along with others?	<b>Listening and Speaking:</b> <ul style="list-style-type: none"> <li>● Collaborative Discussion</li> <li>● Listen Actively</li> <li>● Respond in Complete Sentences</li> <li>● Asking for Help</li> <li>● Expressing Needs and Wants</li> <li>● Speak Clearly</li> <li>● Phrasing</li> </ul>	<b>Phonological Awareness:</b>  <i>Fluency</i> <ul style="list-style-type: none"> <li>● Intonation</li> <li>● Accuracy and self-correction</li> <li>● Reading Rate</li> </ul> <i>Spelling</i> <ul style="list-style-type: none"> <li>● Consonants digraphs ch, th, wh</li> <li>● Initial blends with s</li> </ul> <b>Phonics:</b> Consonant digraph ch, sh, th, wh Trigraph -tch Inflections -s, -es Initial blends with s  <b>High Frequency Words:</b> Be, here, me, play, started, today, use, very, jump, right, say, their, walk, way, where, why, after, before, does, don't, grow, into, no, wash  <b>Assessment:</b> <ul style="list-style-type: none"> <li>● Selection Quizzes: Goal!, Get up and go!, Brontorina, If you plant a seed</li> </ul>	<b>Vocabulary:</b> <i>Oral language</i> <ul style="list-style-type: none"> <li>● Drills, jog, pace, field, twist, bend</li> <li>● Afford, professional, match, champions, spreading, opponent</li> <li>● Quarrel, penalty, jeered, stumbled, dusk</li> </ul> <i>Power words</i> <ul style="list-style-type: none"> <li>● Team, equipment, coach, rules, goal, fan</li> <li>● Exercise, well, body, graceful, talent, idea</li> <li>● See. short, heap, trouble, fruits</li> </ul> <i>Generative vocabulary</i> <ul style="list-style-type: none"> <li>● Compound words</li> <li>● Suffixes -er, -est</li> </ul> Vocabulary strategy <ul style="list-style-type: none"> <li>● Context Clues</li> </ul> <b>Print Concepts:</b> <i>Skills and Strategies</i> <ul style="list-style-type: none"> <li>● Ideas and support</li> <li>● Topic and central idea</li> </ul>	<b>Writing Process:</b> Informational Text: Procedural Text <ul style="list-style-type: none"> <li>● Introduce the text</li> <li>● Read the text</li> <li>● Vocabulary</li> <li>● Prewriting I: Finding a topic</li> <li>● Prewriting II: Developing a topic</li> <li>● Drafting I: Elements of a procedural text</li> <li>● Drafting II: Choosing the right words</li> <li>● Drafting III: Adding art</li> <li>● Revising I: Time order words</li> <li>● Revising II: Grouping</li> <li>● Revising III: Clarity and precision</li> <li>● Editing I: Review for grammar</li> <li>● Editing II: Prepare for publish</li> <li>● Publishing</li> <li>● Sharing</li> </ul>

				<ul style="list-style-type: none"> <li>Weekly assessments</li> <li>Module assessment</li> </ul>	<ul style="list-style-type: none"> <li><i>Evaluate</i></li> <li><i>Point of view</i></li> <li><i>Synthesize</i></li> <li><i>Text features</i></li> <li><i>Retell</i></li> <li><i>Characters</i></li> <li><i>Make connections</i></li> <li><i>Theme</i></li> </ul> <p><i>Speaking and listening</i></p> <ul style="list-style-type: none"> <li><i>Give and follow directions</i></li> </ul>	
<p>Module 5</p> <p>Now You See it, Now You Don't</p> <p>12/2/24 to 12/20/24</p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>RL.1.1</li> <li>RL.1.2</li> <li>RL.1.3</li> <li>RL.1.6</li> <li>RI.1.1</li> <li>RI.1.2</li> <li>RI.1.3</li> <li>RI.1.6</li> <li>RF.1.1</li> <li>RF.1.2</li> <li>RF.1.3</li> <li>RF.1.4</li> <li>W.1.3</li> <li>W.1.6</li> <li>W.1.8</li> <li>SL.1.1</li> <li>SL.1.2</li> <li>SL.1.5</li> <li>L.1.1</li> <li>L.1.2</li> <li>L.1.6</li> </ul>	<p><b>Essential Question:</b></p> <p>Why do light and dark come and go?</p>	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>Collaborative Discussion</li> <li>Greetings and Introductions</li> <li>Speak Audibly</li> <li>Make Eye Contact</li> <li>Respond in Complete Sentences</li> <li>Intonation</li> <li>Formal and Informal Language</li> </ul>	<p><b>Phonological Awareness:</b></p> <p><i>Fluency</i></p> <ul style="list-style-type: none"> <li>Expression</li> <li>Phrasing</li> <li>Intonation</li> </ul> <p><i>Spelling</i></p> <ul style="list-style-type: none"> <li>Initial blends with i, r</li> <li>Final blends</li> </ul> <p><b>Phonics:</b></p> <p>Initial blends with i, r</p> <p>Compound words</p> <p>Final blends</p> <p>Inflection -ed</p> <p><b>High Frequency Words:</b></p> <p>Around, came, come, found, other, people, two, worked, again, away, because, cold, fall, full, pretty, any, done, laugh,</p>	<p><b>Vocabulary:</b></p> <p><i>Oral language</i></p> <ul style="list-style-type: none"> <li>Sweep, rolls, universe, tilts, revolve, gravity</li> <li>Arrives, avoid, nears, blanket, hidden, bare</li> <li>Shivering, starry, creatures, swooping, reaching</li> </ul> <p><i>Power words</i></p> <ul style="list-style-type: none"> <li>Bank, trembling, nibbled, relief, scrambled, tight</li> <li>Faces, shines, fades, pattern, seasons, weather</li> <li>Early, waiting, touched, sloppy, blink</li> </ul>	<p><b>Writing Process:</b></p> <p>Narrative: Imaginative story</p> <ul style="list-style-type: none"> <li>Introduce the text</li> <li>Read the text</li> <li>Vocabulary</li> <li>Prewriting I: Finding a topic</li> <li>Prewriting II: Developing a topic</li> <li>Drafting I: Elements of an imaginative narrative</li> <li>Drafting II: Choosing the right words</li> <li>Drafting III: Adding art</li> <li>Revising I: Pronouns</li> <li>Revising II: Grouping</li> <li>Revising III: The parts of the narrative</li> <li>Editing I: Review for grammar</li> <li>Editing II: Prepare for publish</li> <li>Publishing</li> <li>Sharing</li> </ul>

				<p>long, more, pull, teacher, think</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Selection Quizzes: The black rabbit, Day and night, The best season, What are you waiting for?</li> <li>• Weekly assessments</li> <li>• Module assessment</li> </ul>	<p><i>Generative vocabulary</i></p> <ul style="list-style-type: none"> <li>• Suffixes -er, -est, -y, -ful</li> <li>• Inflection -s</li> </ul> <p>Vocabulary strategy</p> <ul style="list-style-type: none"> <li>• Reference sources</li> </ul> <p><b>Print Concepts:</b></p> <p><i>Skills and Strategies</i></p> <ul style="list-style-type: none"> <li>• Text features</li> <li>• Make inferences</li> <li>• Story structure</li> <li>• Make and confirm predictions</li> <li>• Make connections</li> <li>• Ideas and support</li> <li>• Topic and central idea</li> <li>• theme</li> </ul> <p><i>Media literacy</i></p> <ul style="list-style-type: none"> <li>• Digital tools</li> </ul>	
<p>Module 6</p> <p>Celebrate America</p> <p>1/6/25 to 1/24/25</p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• RL.1.1</li> <li>• RL.1.2</li> <li>• RL.1.3</li> <li>• RL.1.5</li> <li>• RL.1.7</li> <li>• RI.1.1</li> <li>• RI.1.2</li> <li>• RI.1.3</li> <li>• RI.1.5</li> <li>• RI.1.7</li> <li>• RF.1.1</li> </ul>	<p><b>Essential Question:</b></p> <p>What do holidays and symbols tell about our country?</p>	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Discussion</li> <li>• Initiate Conversations</li> <li>• Formal and Informal Language</li> </ul>	<p><b>Phonological Awareness:</b></p> <p><i>Fluency</i></p> <ul style="list-style-type: none"> <li>● Accuracy and self-correction</li> <li>● Reading rate</li> <li>● Expression</li> </ul> <p><i>Spelling</i></p> <ul style="list-style-type: none"> <li>● CV pattern</li> <li>● Question words</li> </ul>	<p><b>Vocabulary:</b></p> <p><i>Oral language</i></p> <ul style="list-style-type: none"> <li>● Forever, peace, emblem, true, brag</li> <li>● Vote, program, split, stand, onstage, audience</li> <li>● Famous, center, government, brittle, signed, papers</li> </ul> <p><i>Power words</i></p>	<p><b>Writing Process:</b></p> <p>Narrative: Personal Narrative</p> <ul style="list-style-type: none"> <li>• Introduce the text</li> <li>• Read the text</li> <li>• Vocabulary</li> <li>• Prewriting I: Finding a topic</li> <li>• Prewriting II: Developing a topic</li> <li>• Drafting I: Elements of a narrative</li> <li>• Drafting II: Choosing the right words</li> <li>• Drafting III: Adding art</li> </ul>

- RF.1.2
- RF.1.3
- RF.1.4
- W.1.3
- W.1.5
- W.1.6
- SL.1.1
- SL.1.2
- SL.1.5
- L.1.1
- L.1.2
- L.1.4

- Long a, i, o (VCe)

**Phonics:**

Long a, e, i ,o (VC, VCe)  
 Possessives with ‘s  
 Soft c  
 Silent letters kn, wr

**High Frequency Words:**

Another, gave, house, over, own,  
 read, water, white, always,  
 began, better, gives, hurt, shall,  
 should, things, carry, draw, eight,  
 even, goes, may, seven, shows

**Assessment:**

- Selection Quizzes:  
 Monument city, The  
 contest, The Statue of  
 Liberty, Hooray for  
 holidays!
- Weekly assessments
- Module assessment

- Scene, monuments,  
 sights, grouchy,  
 freedom, symbol
- Contest, liberty,  
 hope, national,  
 towers, base
- Celebrate, share,  
 tradition, parade,  
 Constitution

*Generative vocabulary*

- Multiple meaning  
 words
- Suffixes -less, -ful
- Words about action

Vocabulary strategy

- Multiple meaning  
 words

**Print Concepts:**

*Skills and Strategies*

- *Text features*
- *Elements of poetry*
- *Make and confirm  
 predictions*
- *Elements of drama*
- *Point of view*
- *Evaluate*
- *Ideas and support*
- *Make connections*
- *Text organization*
- *Create mental  
 images*
- *Story structure*

*Media literacy*

- *Reference sources*

- Revising I: Synonyms
- Revising II: Grouping
- Revising III: Incorporating  
 feedback
- Editing I: Review for  
 grammar
- Editing II: Prepare for  
 publish
- Publishing
- Sharing

<p>Module 7</p> <p>The Big Outdoors</p> <p>1/27/25 to 2/14/25</p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>● RL.1.1</li> <li>● RL.1.2</li> <li>● RL.1.3</li> <li>● RL.1.4</li> <li>● RL.1.10</li> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.3</li> <li>● RI.1.9</li> <li>● RI.1.10</li> <li>● RF.1.1</li> <li>● RF.1.2</li> <li>● RF.1.3</li> <li>● RF.1.4</li> <li>● W.1.5</li> <li>● W.1.8</li> <li>● W.1.7</li> <li>● SL.1.1</li> <li>● SL.1.2</li> <li>● SL.1.5</li> <li>● L.1.1</li> <li>● L.1.2</li> <li>● L.1.4</li> </ul>	<p><b>Essential Question:</b></p> <p>How do things in nature change?</p>	<p><b>Listening and Speaking:</b></p> <p><i>Collaborative Discussion:</i></p> <ul style="list-style-type: none"> <li>● Add Details</li> </ul>	<p><b>Phonological Awareness:</b></p> <p><i>Fluency</i></p> <ul style="list-style-type: none"> <li>● Accuracy and self-correction</li> <li>● Phrasing</li> </ul> <p><i>Spelling</i></p> <ul style="list-style-type: none"> <li>● Long u</li> <li>● VCe patterns</li> <li>● Long e patterns</li> <li>● Long a vowel teams</li> </ul> <p><b>Phonics:</b></p> <p>Long u, e (VCe)</p> <p>Soft g (dge)</p> <p>Long e (ea, ee)</p> <p>Long a (ai, ay)</p> <p>Contractions with ‘m, ‘s, n’t, ‘ll</p> <p><b>High Frequency Words:</b></p> <p>Animal, heads, keep, let’s, point, something, voice, won’t, below, far, hear, hold, old, only, open, round, air, different, drink, enough, never, small, through, under</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Selection Quizzes: Sam &amp; Dave dig a hole, Deserts, Handmade, Grand Canyon</li> <li>● Weekly assessments</li> <li>● Module assessment</li> </ul>	<p><b>Vocabulary:</b></p> <p><i>Oral language</i></p> <ul style="list-style-type: none"> <li>● Divide, nature, fluffy, deep, fiery, spindly</li> <li>● Decided, explore, noticed, preserve, lugged, ledges</li> <li>● Report, interesting, poisonous, tour, coexist, fragile</li> </ul> <p><i>Power words</i></p> <ul style="list-style-type: none"> <li>● Mission, spectacular, break, problem, direction, landed</li> <li>● Dunes, shrubs, spines, rest, edges, trace</li> <li>● Popular, fossils, rim, hike, affect</li> </ul> <p><i>Generative vocabulary</i></p> <ul style="list-style-type: none"> <li>● Suffixes -less</li> <li>● Words about feelings and beliefs</li> <li>● Words about places and things</li> </ul> <p>Vocabulary strategy</p> <ul style="list-style-type: none"> <li>● Shades of meanings</li> </ul> <p><b>Print Concepts:</b></p> <p><i>Skills and Strategies</i></p> <ul style="list-style-type: none"> <li>● Ideas and support</li> <li>● Text organization</li> </ul>	<p><b>Writing Process:</b></p> <p>Poetry: Poem</p> <ul style="list-style-type: none"> <li>● Priming the students</li> <li>● Priming the text</li> <li>● Read the text</li> <li>● Vocabulary</li> <li>● Prewriting I: Finding a topic</li> <li>● Prewriting II: Developing a topic</li> <li>● Drafting I: Elements of poetry</li> <li>● Drafting II: Choosing the right words</li> <li>● Revising I: Word Choice</li> <li>● Revising II: Grouping</li> <li>● Revising III: Line breaks and white space</li> <li>● Editing I: Review for grammar</li> <li>● Editing II: Prepare for publish</li> <li>● Publishing</li> <li>● Sharing</li> </ul>
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					<ul style="list-style-type: none"> <li>● <i>Make inferences</i></li> <li>● <i>Point of view</i></li> <li>● <i>Setting</i></li> <li>● <i>Monitor and clarify</i></li> <li>● <i>Topic and central idea</i></li> <li>● <i>Summarize</i></li> <li>● <i>Synthesize</i></li> <li>● <i>Content area-words</i></li> </ul> <p><i>Research</i></p> <ul style="list-style-type: none"> <li>● <i>Gather information</i></li> </ul>	
<p>Module 8</p> <p>Tell Me a Story</p> <p>2/17/25 to 3/7/25</p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>● RL.1.1</li> <li>● RL.1.2</li> <li>● RL.1.3</li> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.3</li> <li>● RI.1.9</li> <li>● RF.1.1</li> <li>● RF.1.2</li> <li>● RF.1.3</li> <li>● RF.1.4</li> <li>● W.1.3</li> <li>● W.1.5</li> <li>● W.1.7</li> <li>● SL.1.1</li> <li>● SL.1.2</li> <li>● SL.1.5</li> <li>● L.1.1</li> <li>● L.1.2</li> <li>● L.1.4</li> </ul>	<p><b>Essential Question:</b></p> <p>What lessons can we learn from stories?</p>	<p><b>Listening and Speaking:</b></p> <p><i>Listening and Speaking</i></p> <ul style="list-style-type: none"> <li>● Collaborative Discussion</li> <li>● Multiple Exchanges</li> <li>● Asking and Answering Questions</li> <li>● Taking Turns Speaking</li> <li>● Clarify Information</li> </ul>	<p><b>Phonological Awareness:</b></p> <p><i>Fluency</i></p> <ul style="list-style-type: none"> <li>● Reading rate</li> <li>● Expression</li> <li>● Phrasing</li> </ul> <p><i>Spelling</i></p> <ul style="list-style-type: none"> <li>● Long o</li> <li>● Long i patterns</li> <li>● r-controlled vowel ar</li> </ul> <p><b>Phonics:</b></p> <p>Long o (oa, ow)  Long o, i (oe, ie)  Long i (igh, y)  r- controlled vowel ar  Two syllable words</p> <p><b>High Frequency Words:</b></p> <p>Along, answer, children, going, mother, talk, upon, woman,</p>	<p><b>Vocabulary:</b></p> <p><i>Oral language</i></p> <ul style="list-style-type: none"> <li>● Pastime, rush, anxious, bother, gratefully, panted</li> <li>● Scamper, nook, squeaks, gnaws, thumps, sneaks</li> <li>● Chose, beyond, express, pretended, taught, grand</li> </ul> <p><i>Power words</i></p> <ul style="list-style-type: none"> <li>● Interrupt, involved, relaxing, follow, warn, supposed</li> <li>● Storyteller, sly, boldly, labor, chirped, autumn</li> <li>● Lesson, wise, tale, nonsense, reply</li> </ul> <p><i>Generative vocabulary</i></p>	<p><b>Writing Process:</b></p> <p>Narrative: Personal Narrative</p> <ul style="list-style-type: none"> <li>● Introduce the text</li> <li>● Read the text</li> <li>● Vocabulary</li> <li>● Prewriting I: Finding a topic</li> <li>● Prewriting II: Developing a topic</li> <li>● Drafting I: Shaping the draft</li> <li>● Drafting II: Elements of a narrative</li> <li>● Drafting III: Writing dialogue</li> <li>● Drafting IV: Adding art</li> <li>● Revising I: Grouping</li> <li>● Revising II: Using vivid verbs</li> <li>● Revising III: Using vivid adjectives</li> <li>● Editing: Clocking</li> <li>● Publishing</li> <li>● Sharing</li> </ul>

				<p>bring, eyes, family, girl, move, soon, together, warm, brown, few, funny, myself, new, once, thank, words</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Selection Quizzes: Interrupting Chicken, Little red riding hood, The grasshopper and the ants, Thank you Mr. Aesop</li> <li>● Weekly assessments</li> <li>● Module assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Words about actions and directions</li> <li>● Suffix -ly</li> </ul> <p>Vocabulary strategy</p> <ul style="list-style-type: none"> <li>● Classify and categorize</li> </ul> <p><b>Print Concepts:</b></p> <p><i>Skills and Strategies</i></p> <ul style="list-style-type: none"> <li>● <i>Text feature</i></li> <li>● <i>Theme</i></li> <li>● <i>Create mental images</i></li> <li>● <i>Characters</i></li> <li>● <i>Make connections</i></li> <li>● <i>Elements of drama</i></li> <li>● <i>Make inferences</i></li> <li>● <i>Settings</i></li> <li>● <i>Point of view</i></li> <li>● <i>Synthesize</i></li> <li>● <i>Topic and central idea</i></li> </ul> <p><i>Media literacy</i></p> <ul style="list-style-type: none"> <li>● <i>Digital texts and features</i></li> </ul>	
<p>Module 9</p> <p>Grow Plants Grow</p> <p>3/10/25 to 3/28/25</p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>● RL.1.1</li> <li>● RL.1.2</li> <li>● RL.1.3</li> <li>● RL.1.10</li> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.3</li> <li>● RI.1.10</li> </ul>	<p><b>Essential Question:</b></p> <p>What do plants need to live and grow?</p>	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>● Collaborative Discussion</li> <li>● Stay on Topic</li> <li>● Take Turns Speaking</li> </ul>	<p><b>Phonological Awareness:</b></p> <p><i>Fluency</i></p> <ul style="list-style-type: none"> <li>● Intonation</li> <li>● Accuracy and self-correction</li> <li>● Reading rate</li> </ul> <p><i>Spelling</i></p>	<p><b>Vocabulary:</b></p> <p><i>Oral language</i></p> <ul style="list-style-type: none"> <li>● Wave, shade, bear, sweet, whispers, cradle</li> <li>● Dreary, discoveries, expected, delicate, corner, gear</li> <li>● Scientist, height,</li> </ul>	<p><b>Writing Process:</b></p> <p>Informational Text: Descriptive Essay</p> <ul style="list-style-type: none"> <li>● Introduce the text</li> <li>● Read the text</li> <li>● Vocabulary</li> <li>● Prewriting I: Finding a topic</li> <li>● Prewriting II: Developing a topic</li> <li>● Drafting I: Elements of an informational essay</li> </ul>



- RF.1.1
- RF.1.2
- RF.1.3
- RF.1.4
- W.1.2
- W.1.5
- W.1.7
- SL.1.1
- SL.1.2
- SL.1.5
- L.1.1
- L.1.2
- L.1.5

- r-controlled vowels or, ore, er,ir,ur
- Final blends
- Inflections -s, -es

**Phonics:**

r- controlled vowel or, ore, er, ir, ur

Two syllable words

Final blends ng, nk

Inflection -ing

**High Frequency Words:**

Almost, also, between, ever, food, really, sing, three, boy, door, father, maybe, nearest, says, shouted, until, above, blue, knew, number, push, sure, took, watch

**Assessment:**

- Selection Quizzes:  
So you want to grow a taco?, Which part do we eat?, The talking vegetable, Yum!
- Weekly assessments
- Module assessment

energy, weigh, protect, procedures

*Power words*

- Terrific, ingredients, nutrients, soil, sow, harvest
- Sturdy, cook, pounding, smooth, delicious, stretched
- Indigo, wonder, syrup, juicy, ripe

*Generative vocabulary*

- Words about places and things
- Prefix un-

Vocabulary strategy

- Reference sources

**Print Concepts:**

*Skills and Strategies*

- *Elements of poetry*
- *Evaluate*
- *Text organization*
- *Story structure*
- *Monitor and clarify*
- *Retell*
- *Text features*
- *Ask and answer questions*
- *Chronological order*

*Media literacy*

- *Nonfiction forms*

- Drafting II: Choosing the right words
- Drafting III: Adding art
- Revising I: Transition words
- Revising II: Grouping
- Revising III: Adding detail
- Editing I: Review for grammar
- Editing II: Prepare for publish
- Publishing
- Sharing

<p>Module 10</p> <p>Dare to Dream</p> <p>3/31/25 to 4/18/25</p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>● RL.1.1</li> <li>● RL.1.2</li> <li>● RL.1.3</li> <li>● RL.1.10</li> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.3</li> <li>● RI.1.10</li> <li>● RF.1.1</li> <li>● RF.1.2</li> <li>● RF.1.3</li> <li>● RF.1.4</li> <li>● W.1.2</li> <li>● W.1.6</li> <li>● W.1.8</li> <li>● SL.1.1</li> <li>● SL.1.2</li> <li>● SL.1.5</li> <li>● L.1.1</li> <li>● L.1.2</li> <li>● L.1.4</li> </ul>	<p><b>Essential Question:</b></p> <p>How can thinking in new ways help solve problems?</p>	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>● Collaborative Discussion</li> <li>● Stay on Topic</li> <li>● Take Turns Speaking</li> </ul>	<p><b>Phonological Awareness:</b></p> <p><i>Fluency</i></p> <ul style="list-style-type: none"> <li>● Intonation</li> <li>● Phrasing</li> <li>● Expression</li> </ul> <p><i>Spelling</i></p> <ul style="list-style-type: none"> <li>● Contractions with ‘m, ‘s, n’t, ‘ll</li> <li>● Words with oo</li> <li>● Vowel patterns</li> </ul> <p><b>Phonics:</b></p> <p>Contractions with ‘ve, ‘re  Suffixes -er, -est  Vowel pattern oo, ou, ew,ue,u  Consonant +le</p> <p><b>High Frequency Words:</b></p> <p>Begin, brother, front, picture, room, someone, sometimes, young, been, heard, hurry, learn, loved, often, study, world, bear, color, happy, money, music, second, sound, without</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>● Selection Quizzes: Young Frank Architect, Sky color, We are the future, Joaquin’s zoo</li> <li>● Weekly assessments</li> <li>● Module assessment</li> </ul>	<p><b>Vocabulary:</b></p> <p><i>Oral language</i></p> <ul style="list-style-type: none"> <li>● Float, whatever, feed, training, dancing</li> <li>● Conducting, method, specimens, lab, spoiled, rid</li> <li>● Cab, instant, instructor, altitude, dream, bonds</li> </ul> <p><i>Power words</i></p> <ul style="list-style-type: none"> <li>● Floor, straight, designed, whole, real, model</li> <li>● Artist, gallery, mural, rummaged, merrily, promise</li> <li>● Build, scraps, neat, golden, usually</li> </ul> <p><i>Generative vocabulary</i></p> <ul style="list-style-type: none"> <li>● Words about places and things</li> <li>● Prefix -re</li> </ul> <p>Vocabulary strategy</p> <ul style="list-style-type: none"> <li>● Shades of meaning</li> </ul> <p><b>Print Concepts:</b></p> <p><i>Skills and Strategies</i></p> <ul style="list-style-type: none"> <li>● Topic and central idea</li> </ul>	<p><b>Writing Process:</b></p> <p>Informational Text: Biographical Essay</p> <ul style="list-style-type: none"> <li>● Introduce the text</li> <li>● Read the text</li> <li>● Vocabulary</li> <li>● Prewriting I: Finding a topic</li> <li>● Prewriting II: Developing a topic</li> <li>● Drafting I: Elements of an informational essay</li> <li>● Drafting II: Choosing the right words</li> <li>● Drafting III: Adding art</li> <li>● Revising I: Verbs</li> <li>● Revising II: Grouping</li> <li>● Revising III: Helping verbs and contractions</li> <li>● Editing I: Review for grammar</li> <li>● Editing II: Prepare for publish</li> <li>● Publishing</li> <li>● Sharing</li> </ul>
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					<ul style="list-style-type: none"> <li>● <i>Retell</i></li> <li>● <i>Setting</i></li> <li>● <i>Make inferences</i></li> <li>● <i>Theme</i></li> <li>● <i>Create mental images</i></li> <li>● <i>Elements of poetry</i></li> <li>● <i>Text organization</i></li> <li>● <i>Make connections</i></li> <li>● <i>Characters</i></li> </ul> <p><i>Media literacy</i></p> <ul style="list-style-type: none"> <li>● <i>Digital texts and features</i></li> </ul>	
<p>Module 11</p> <p>Genre Study: Nonfiction</p> <p>4/21/25 to 5/9/25</p>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>● RL.1.1</li> <li>● RL.1.2</li> <li>● RL.1.3</li> <li>● RI.1.1</li> <li>● RI.1.2</li> <li>● RI.1.3</li> <li>● RF.1.1</li> <li>● RF.1.2</li> <li>● RF.1.3</li> <li>● RF.1.4</li> <li>● W.1.1</li> <li>● W.1.5</li> <li>● W.1.7</li> <li>● SL.1.1</li> <li>● SL.1.2</li> <li>● SL.1.5</li> <li>● L.1.1</li> <li>● L.1.2</li> <li>● L.1.5</li> </ul>	<p><b>Essential Question:</b></p> <p>What are the characteristics of narrative nonfiction?</p> <p>What are the characteristics of informational texts?</p> <p>What are the characteristics of a biography?</p>	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>● Collaborative Discussion</li> <li>● Stay on Topic</li> <li>● Take Turns Speaking</li> </ul>	<p><b>Phonological Awareness:</b></p> <p><i>Fluency</i></p> <ul style="list-style-type: none"> <li>● Accuracy and self correction</li> <li>● Reading rate</li> <li>● Intonation</li> </ul> <p><i>Spelling</i></p> <ul style="list-style-type: none"> <li>● Vowel diphthongs ow, ou</li> <li>● Compound words</li> <li>● Inflections -ed, -ing</li> </ul> <p><b>Phonics:</b></p> <p>Diphthongs ow, ou, oy, oi</p> <p>Vowel patterns</p> <p>Inflections</p> <p>Long e (ie, y, ey)</p>	<p><b>Vocabulary:</b></p> <p><b>High Frequency Words:</b></p> <p>Answer, point, right, voice, walk, watch, where, write, done, there, think, warm, went, without, woman, worked, eight, enough, goes, move, thank, their, things, through.</p> <p><b>Print Concepts:</b></p> <p><i>Skills and Strategies</i></p> <ul style="list-style-type: none"> <li>● <i>Narrative nonfiction</i></li> <li>● <i>Author's purpose</i></li> <li>● <i>Text organization</i></li> <li>● <i>Synthesize knowledge</i></li> <li>● <i>Informational text</i></li> <li>● <i>Topic and central idea</i></li> <li>● <i>Text features</i></li> <li>● <i>Biography</i></li> </ul>	<p><b>Writing Process:</b></p> <p>Opinion: Opinion Letter</p> <ul style="list-style-type: none"> <li>● Introduce the text</li> <li>● Read the text</li> <li>● Vocabulary</li> <li>● Prewriting I: Finding a topic</li> <li>● Prewriting II: Developing a topic</li> <li>● Drafting I: Elements of opinion writing</li> <li>● Drafting II: Choosing the right words</li> <li>● Drafting III: Correspondence</li> <li>● Revising I: Supporting details</li> <li>● Revising II: Grouping</li> <li>● Revising III: Formatting dates</li> <li>● Editing I: Review for grammar</li> <li>● Editing II: Prepare for publish</li> <li>● Publishing</li> </ul>

				<b>Assessment:</b> <ul style="list-style-type: none"> <li>Weekly assessments</li> <li>Module assessment</li> </ul>		<ul style="list-style-type: none"> <li>Sharing</li> </ul>
Module 12  Genre Study: Literary Texts  5/12/25 to 5/30/25	<b>Essential:</b> <ul style="list-style-type: none"> <li>RL.1.1</li> <li>RL.1.2</li> <li>RL.1.3</li> <li>RI.1.1</li> <li>RI.1.2</li> <li>RI.1.3</li> <li>RF.1.1</li> <li>RF.1.2</li> <li>RF.1.3</li> <li>RF.1.4</li> <li>W.1.1</li> <li>W.1.5</li> <li>W.1.7</li> <li>SL.1.1</li> <li>SL.1.2</li> <li>SL.1.5</li> <li>L.1.1</li> <li>L.1.2</li> <li>L.1.5</li> </ul>	<b>Essential Question:</b>  What are the characteristics of realistic fiction?  What are the characteristics of folk tales?  What are the characteristics of fantasy?	<b>Listening and Speaking:</b> <ul style="list-style-type: none"> <li>Collaborative Discussion</li> <li>Stay on Topic</li> <li>Take Turns Speaking</li> </ul>	<b>Phonological Awareness:</b> <i>Fluency</i> <ul style="list-style-type: none"> <li>Phrasing</li> <li>Expression</li> <li>Accuracy and self correction</li> </ul> <i>Spelling</i> <ul style="list-style-type: none"> <li>Suffixes -ful, -ly, -y, -er, -est</li> <li>Prefixes re-, un-</li> </ul> <b>Phonics:</b> Suffixes -ful, -less, -ly, -y, -er, -est Prefixes un-, re- Two syllable words: CV, CVC <b>Inflections</b>  <b>Assessment:</b> <ul style="list-style-type: none"> <li>Weekly assessments</li> <li>Module assessment</li> </ul>	<b>Vocabulary:</b>  <b>High Frequency Words:</b> Above, again, around, does, gives, live, says, what, these, they, once, people, wash, water, who, world, animal, could, different, pull, should, talk, won't, would  <b>Print Concepts:</b> <i>Skills and Strategies</i> <ul style="list-style-type: none"> <li>Realistic fiction</li> <li>Story structure</li> <li>Point of view</li> <li>Synthesize knowledge</li> <li>Folktale</li> <li>Characters</li> <li>Theme</li> <li>Fantasy</li> <li>Setting</li> <li>Story structure</li> </ul>	<b>Writing Process:</b> Opinion: Opinion Essay <ul style="list-style-type: none"> <li>Introduce the text</li> <li>Read the text</li> <li>Vocabulary</li> <li>Prewriting I: Finding a topic</li> <li>Prewriting II: Developing a topic</li> <li>Drafting I: Elements of opinion writing</li> <li>Drafting II: Choosing the right words</li> <li>Drafting III: Writing a strong conclusion</li> <li>Revising I: Supporting details</li> <li>Revising II: Grouping</li> <li>Revising III: Adverbs</li> <li>Editing I: Review for grammar</li> <li>Editing II: Prepare for publish</li> <li>Publishing</li> <li>Sharing</li> </ul>

***Career Readiness Practices (CRPs)***

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

#### Creating:

- 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Cr3a: With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

#### Performing:

- 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

#### Responding:

- 1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theater performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theater performance.
- 1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).
- 1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

#### Connecting:

- 1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).

- 1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

### Cross-Curricular Connections

Interdisciplinary Connections	Technology Integration and Literacy	<u>Climate Change</u>	<u>Amistad Law</u>	<u>Holocaust Law</u> (under rationale statement)	<u>LGBT Law</u>	Asian Pacific Islander
<ul style="list-style-type: none"> <li>Science:               <ul style="list-style-type: none"> <li><u>How Animals Live</u> (animal characteristics, life cycles, and habitats)</li> <li><u>Light and Dark</u> (sources of light and how it affects people, relationship between the earth and sun, and seasons)</li> <li><u>The natural world</u> (observation skills to notice nature changes and the water cycle)</li> <li><u>Plants and gardens</u> (plant life cycle, habitats, and seasons)</li> </ul> </li> <li>Social Studies:               <ul style="list-style-type: none"> <li><u>New friends and experiences</u> (Children meet new people and try new things. They will get a chance to learn about friendships/relationships and what makes people special)</li> <li><u>Communities</u> (Students learn about the people in different communities and ways they work together. Teaches a sense of belonging)</li> <li><u>Being good citizens</u> (Teaches how students can get along with others, being a good sport, perseverance, and problem solving)</li> </ul> </li> </ul>	<p><i>Online links and possible resources for the integration of technology into lessons are embedded within the “Possible Resources and Activities” column for each Topic area.</i></p>	<ul style="list-style-type: none"> <li>W.IW.K.2</li> <li>SL.PE.K.1</li> </ul>	<p><i>In addition to the resources, materials, and supports listed in the pacing guide/lesson outlines, below is a link to texts and materials available to students in Grades K-6.</i></p> <p><a href="#"><u>Link to Text Ideas and Resources</u></a></p>	<p><i>State of NJ has created the following curriculum guides reflecting the following themes:</i></p> <p><i>K-1 = Respecting Ourselves and others</i></p>	<ul style="list-style-type: none"> <li><a href="#"><u>Have You Filled A Bucket Today?</u></a> (Character Ed-Virtue: LOVE)</li> <li><a href="#"><u>Kindness Video</u></a> (Character Ed-Virtue: LOVE)</li> <li><a href="#"><u>Respect Video</u></a> (Character Ed-Virtue: RESPECT)</li> <li><a href="#"><u>Humility Video</u></a> (Character Ed-Virtue: HUMILITY)</li> </ul>	<ul style="list-style-type: none"> <li><i>“Ohana Means Family” by Ilima Loomis</i> <a href="#"><u>Ohana means Family book</u></a></li> <li><i>“Eyes That Kiss in the Corners” by Joanna Ho</i> <a href="#"><u>Eyes That Kiss in the Corners book</u></a></li> </ul>

<p><u>Holidays and symbols</u> (examine the purposes for celebrating holidays and symbols)</p> <ul style="list-style-type: none"> <li>• Character Education: <u>What stories teach us</u> (resilience in the face of challenges) <u>Thinking in new ways</u> (trying new things, taking on challenges, and persevering)</li> <li>• Theatre: (act out stories using props) (life cycle and plant life cycle songs)</li> </ul>						
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<p align="center"><b><u>Diversity, Equity, and Inclusion Goals</u></b> <b>(Links to State Resources)</b></p>	<p align="center"><b><u>Personal Financial Literacy (9.1), Career Awareness, Exploration, and Preparation (9.2), and Life Literacies and Key Skills (9.4)</u></b></p>
<p>Our district is committed to supporting all of our diverse learners and allowing students to be exposed to <a href="#">Culturally Responsive Practices</a>. Below is a list of our goals for supporting these practices throughout our district and classrooms.</p> <ol style="list-style-type: none"> <li>1. Cultivate respect towards minority groups to foster appreciation of their differences as well as recognize their literary contributions.</li> <li>2. Evaluate experiences of people of diverse backgrounds and their unique journeys, including challenges and successes, and their significant historic contributions to the economic, political, and social development of New Jersey and the Moduleed States.</li> <li>3. Analyze grade-level texts highlighting the contributions of persons of different genders, ethnicities, and abilities.</li> <li>4. Apply the design thinking process to develop empathy, challenging biases, to better understand different perspectives and experiences to creatively problem-solve and innovate solutions for diverse groups of people with specific needs.</li> <li>5. Engage in authentic learning experiences that enable students to acquire and incorporate varied perspectives, and communicate with diverse audiences while applying content knowledge, integrating concepts across disciplines, and developing research, communication, and critical-thinking skills.</li> <li>6. Reflect on personal experiences and the experiences of others building</li> </ol>	<p><b>Financial Literacy (9.1):</b></p> <ul style="list-style-type: none"> <li>• By the end of Grade 2 <ul style="list-style-type: none"> <li>○ 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>○ 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</li> </ul> </li> </ul> <p><b>Career Awareness, Exploration, and Preparation (9.2):</b></p> <ul style="list-style-type: none"> <li>• By the end of Grade 2 <ul style="list-style-type: none"> <li>○ 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</li> </ul> </li> </ul> <p><b>Life Literacies and Key Skills (9.4):</b></p> <ul style="list-style-type: none"> <li>• By the end of Grade 2 <ul style="list-style-type: none"> <li>○ 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>○ 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</li> </ul> </li> </ul>

empathy and promoting a climate of respect and acceptance of people with different backgrounds and abilities.

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).