

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*Moorestown K-3 Elementary Schools  
English Language Arts*

*ELA  
Grade 1*

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## **Contents**

<b><u>Administration</u></b>	<b>3</b>
<b><u>Course Description and Fundamental Concepts</u></b>	<b>4</b>
<b><u>New Jersey Student Learning Standards</u></b>	<b>5</b>
<b><u>Pacing Guide</u></b>	<b>20</b>
<b><u>Units Scope and Sequence</u></b>	<b>21</b>

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## [Course Description and Fundamental Concepts](#)

The Grade 1 ELA curriculum is based on the New Jersey Student Learning Standards and the instructional principles of modeling, shared experience, guided and independent practice in reading, writing, language, speaking and listening, and foundational skills.

Throughout the school year, students will read grade-level texts with prompting and support. They will understand the differences between fiction and nonfiction texts and will use story structure to describe characters, settings, and major events. They will identify main topics and supporting details of nonfiction texts and will be guided to fluently read literature and informational texts within the grade level complexity band appropriate for first grade.

Students will describe similarities and differences between texts, authors, and topics and will compose a full-range of writing modes and forms through the steps of the writing process..

First-grade students will build on their phonemic awareness and acquire phonics skills that include vowel patterns and basic syllabification. Students will build sight vocabulary as well as basic academic and domain-specific vocabulary and will use grade-appropriate language conventions when writing.

## [New Jersey Student Learning Standards \(NJSLS\)](#)

### **Subject/Content Standards**

*Include grade appropriate subject/content standards that will be addressed*

## **New Jersey Student Learning Standards for English Language Arts**

### **Grade 1**

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

### **Anchor Standards: Reading**

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

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.  
Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### **Note on range and content of student reading**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

## **Grade 1**

### **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**

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

### **Grade 1**

#### **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.

### **Grade 1**

#### **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.

### **Anchor Standards: Writing**

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

## **Grade 1 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.1.4. (Begins in grade 3)

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.

W.1.9. (Begins in grade 4)

### **Range of Writing**

W.1.10. (Begins in grade 3)

## **Anchor Standards: Speaking and Listening**

### **Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

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

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

## Grade 1

### 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.

### Anchor Standards: Language

#### Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## **Vocabulary Acquisition and Use**

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

## **Grade 1**

### **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.

### **Knowledge of Language**

L.1.3. (Begins in grade 2)

### **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*).

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*).

**Career Awareness, Exploration, Preparation, and Training (Standard 9.2)***List appropriate units below for which standards will be addressed*

Unit Addressed	Core Idea	Standard / Description
2	Different types of jobs require different knowledge and skills.	<i>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</i>
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.	<i>9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.</i>
	There are benefits and drawbacks to being an entrepreneur.	<i>9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.</i> <i>9.1.2.CAP.4: List the potential rewards and risks to starting a business.</i>

**Life Literacies and Key Skills (Standard 9.4)***List appropriate units below for which standards will be addressed*

By Grade 2		
Unit Addressed	Core Idea	Standard / Description
1-10	<b>Creativity and Innovation:</b> Brainstorming can create new, innovative ideas.	<i>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).</i> <i>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</i>
1-10	<b>Critical Thinking and Problem-solving:</b> Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<i>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)</i> <i>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).</i> <i>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</i>

1-10	<b>Digital Citizenship:</b> Digital artifacts can be owned by individuals or organizations.	<i>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.</i>
1-10	<b>Digital Citizenship:</b> Individuals should practice safe behaviors when using the Internet.	<i>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). 9.4.2.DC.4: Compare information that should be kept private to information that might be made public</i>
1-10	<b>Digital Citizenship:</b> An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.	<i>9.4.2.DC.5: Explain what a digital footprint is and how it is created.</i>
1-10	<b>Digital Citizenship:</b> Digital communities allow for social interactions that can result in positive or negative outcomes.	<i>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</i>
	<b>Digital Citizenship:</b> Young people can have a positive impact on the natural world in the fight against climate change.	<i>9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).</i>
1-10	<b>Global and Cultural Awareness:</b> Individuals from different cultures may have different points of view and experiences.	<i>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).</i>
5-10	<b>Information and Media Literacy:</b> Digital tools and media resources provide access to vast stores of information that can be searched	<i>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource</i>
5-10	<b>Information and Media Literacy:</b> Digital tools can be used to display data in various ways.	<i>9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).</i>

<b>5-10</b>	<b>Information and Media Literacy:</b> A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.	<b>9.4.2.IML.3:</b> Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
<b>5-10</b>	<b>Information and Media Literacy:</b> Information is shared or conveyed in a variety of formats and sources.	<b>9.4.2.IML.4:</b> Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
<b>1-10</b>	<b>Technology Literacy:</b> Digital tools have a purpose.	<b>9.4.2.TL.1:</b> Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). <b>9.4.2.TL.2:</b> Create a document using a word processing application. <b>9.4.2.TL.3:</b> Enter information into a spreadsheet and sort the information. <b>9.4.2.TL.4:</b> Navigate a virtual space to build context and describe the visual content. <b>9.4.2.TL.5:</b> Describe the difference between real and virtual experiences. <b>9.4.2.TL.6:</b> Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
<b>1-10</b>	<b>Technology Literacy:</b> Collaboration can simplify the work an individual has to do and sometimes produce a better product	<b>9.4.2.TL.7:</b> 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).

### Interdisciplinary Connections ([2020 NJSL](#))

### Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
<b>1-10</b>	<b>Creating</b>	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>



<b>1-10</b>	<b>Connecting</b>	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
<b>1-10</b>	<b>Performing/ Presenting/ Producing</b>	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
<b>1-10</b>	<b>Responding</b>	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

<b>Unit Addressed</b>	<b>Content / Standard #</b>	<b>Standard Description</b>
<b>3</b>	<b>Science:</b> 1-LS1-2	Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
<b>5</b>	<b>Science:</b> 1-ESS1-1	Use observations of the sun, moon, and stars to describe patterns that can be predicted.
<b>2</b>	<b>Social Studies:</b> 6.1.2.Civics-PI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
<b>6</b>	<b>Social Studies:</b> 6.1.2.Civics-DP.1	Explain how national symbols reflect on American values and principles.
<b>6</b>	<b>Social Studies:</b> 6.1.2.Civics-DP.3	Explain how historical symbols, monuments and holidays reflect the share values, principles, and beliefs of the American identity.
<b>4</b>	<b>Social Studies:</b> 6.1.2.Civics-PR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
<b>4</b>	<b>Social Studies:</b> 6.1.2.Civics-CM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
<b>2</b>	<b>Social Studies:</b> 6.1.2.Geo.SV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).
<b>5</b>	<b>Social Studies:</b> 6.1.2.History-SE.1:	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Unit Addressed	Content / Standard #	Standard Description
<p><b>1, 4, 5, 6, 10</b> Grade 1 Amistad Read Alouds</p>	<p><b>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12)</b></p>	<p>Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.</p> <p>The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>
<p><b>1</b></p>	<p><b>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12)</b></p>	<p>Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
<p><b>1, 4, 6, 8</b></p>	<p><b>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12)</b></p>	<p>Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all</p>

		students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
<b>1</b>	<b>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12)</b>	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

**Pacing Guide** (All Dates are approximate based on the school calendar)

<b>Unit/ Topic</b>	<b>Month</b> (w/Approx number of Teaching Days)
<b>Module 1</b>	<b>September</b> (~19 days)
<b>Module 1</b> <b>Module 2</b>	<b>October</b> (~19 days)
<b>Module 2</b> <b>Module 3</b>	<b>November</b> (~16 days)
<b>Module 3</b> <b>Module 4</b>	<b>December</b> (~15 days)
<b>Module 4</b> <b>Module 5</b>	<b>January</b> (~18 days)
<b>Module 5</b> <b>Module 6</b>	<b>February</b> (~18 days)
<b>Module 6</b> <b>Module 7</b>	<b>March</b> (~15-20 days)
<b>Module 7</b> <b>Module 8</b>	<b>April</b> (~15-20 days)
<b>Module 8</b> <b>Module 9</b>	<b>May</b> (~18 days)
<b>Module 9</b> <b>Module 10</b>	<b>June</b> (~15 days)

## Units Scope and Sequence

### Module 1: Nice to Meet You!

#### Learning Goals: What do I want my students to learn?

##### Standards

[NJSL](#) - *RL.1.1; RL.1.3; RL.1.4; RL.1.5; RL.1.7; RL.1.9; RL.1.10; RI.1.1; RI.1.2; RI.1.7; RI.1.10; RF.1.1a; RF.1.2b; RF.1.2c; RF.1.2.d; RF.1.3b; RF.1.3f; RF.1.4a; RF.1.4b; RF.1.4c; W.1.3; W.1.5; W.1.8; SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.4; SL.1.6; L.1.1a; L.1.1e; L.1.1f; L.1.1g; L.1.1j; L.1.2b; L.1.2d; L.1.2e; L.1.4b; L.1.4c; L.1.5a; L.1.5b; L.1.5c; L.1.6*

##### Fundamental Concepts / Big Ideas

- How can making new friends and learning new things help us?
- Learn the sound-spellings for short vowels and consonants.
- Spell words with short vowels (closed syllables).
- Use nouns correctly in speaking and writing.
- Use action verbs correctly in speaking and writing.
- Develop oral stories about real-life moments.
- **Big Idea Words:** *challenge, emotions, friendship*

##### Learning Objectives

Students will be able to...

##### Foundational Skills:

- Identify and read high-frequency words.
- Learn the sound-spellings for short vowels and consonants.
- Spell words with short vowels (closed syllables).

##### Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.

##### Reading:

- Identify story structure.
- Identify elements of poetry.
- Ask and answer questions.
- Identify the author's purpose.
- Participate in collaborative conversations.
- Monitor and clarify.
- Make inferences.
- Determine topic and central idea.
- Understand characters.

##### Grammar:

- Use nouns correctly in speaking and writing.
- Use action verbs correctly in speaking and writing.

**Writing:**

- Develop oral stories about real-life moments.
- Share oral stories with peers.
- Construct responses to reading to deepen comprehension.

## Module 2: My Family, My Community

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.1.2; RL.1.7; RL.1.9; RL.1.10; RI.1.1; RI.1.2; RI.1.3; RI.1.4; RI.1.5; RI.1.6; RI.1.7; RI.1.8; RI.1.9; RI.1.10; RF.1.1a; RF.1.2a; RF.1.2b; RF.1.2c; RF.1.2.d; RF.1.3b; RF.1.4a; RF.1.4b; RF.1.4c; W.1.2; W.1.5; SL.1.1a; SL.1.1b; SL.1.1c; SL.1.4; SL.1.5; SL.1.6; L.1.1a; L.1.1b; L.1.1e; L.1.1f; L.1.1i; L.1.1j; L.1.2a; L.1.2b; L.1.2d; L.1.2e; L.1.4a; L.1.4b; L.1.5a; L.1.5b; L.1.5c; L.1.6*

#### Fundamental Concepts / Big Ideas

- How does everyone in my family and community make them special?
- Learn the sound-spellings for short vowels and consonants.
- Spell words with short vowels (closed syllables).
- Use adjectives correctly in speaking and writing.
- Develop complete sentences correctly in speaking and writing.
- Write a description of a real-life setting.
- **Big Idea Words:** *area, population, working*

#### Learning Objectives

Students will be able to...

##### Foundational Skills:

- Identify and read high-frequency words.
- Learn the sound-spellings for short vowels and consonants.
- Spell words with short vowels (closed syllables).

##### Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.

##### Reading:

- Identify authors' ideas and supporting reasons.
- Recognize text organization.
- Retell a story.
- Describe the setting.
- Summarize a text.
- Identify text features.
- Make connections.
- Use context clues to clarify word meanings.
- Ask and answer questions.
- Participate in collaborative conversations.

**Grammar:**

- Use adjectives correctly in speaking and writing.
- Develop complete sentences correctly in speaking and writing.

**Writing:**

- Write a description of a real-life setting.
- Share writing with peers.
- Construct responses to reading to deepen comprehension.



## Module 3: Amazing Animals

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.1.1; RL.1.4; RL.1.5; RL.1.9; RL.1.6; RL.1.10; RI.1.1; RI.1.2; RI.1.3; RI.1.4; RI.1.5; RI.1.6; RI.1.7; RI.1.9; RI.1.10; RF.1.1a; RF.1.2.d; RF.1.2a; RF.1.2b; RF.1.2c; RF.1.3a; RF.1.3b; RF.1.4a; RF.1.4b; W.1.1; W.1.5; SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.3; SL.1.4; L.1.1a; L.1.1e; L.1.1i; L.1.1j; L.1.2a; L.1.2d; L.1.2e; L.1.4b; L.1.4c; L.1.5a; L.1.5c; L.1.6*

#### Fundamental Concepts / Big Ideas

- How do animals' bodies help them?
- Learn the sound-spellings for short vowels, consonants, double final consonants, and consonant digraphs.
- Spell words with short vowels (closed syllables), double final consonants, and consonant digraphs.
- Identify sentence parts.
- Identify statements.
- Use singular and plural nouns correctly in writing and speaking.
- Write an "all-about" text about an animal.
- **Big Idea Words:** *camouflage, characteristics, mammal*

#### Learning Objectives

Students will be able to...

##### Foundational Skills:

- Identify and read high-frequency words.
- Learn the sound-spellings for short vowels, consonants, double final consonants, and consonant digraphs.
- Spell words with short vowels (closed syllables), double final consonants, and consonant digraphs.

##### Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.

##### Reading:

- Identify story structure.
- Create mental images.
- Identify point of view.
- Identify story structure.
- Monitor and clarify.
- Identify text features.
- Recognize text organization.
- Describe events in chronological order
- Ask and answer questions.
- Participate in collaborative conversations.

**Grammar:**

- Identify sentence parts.
- Identify statements.
- Use singular and plural nouns correctly in writing and speaking.

**Writing:**

- Write an “all-about” text about an animal.
- Gather information from sources.
- Construct responses to reading to deepen comprehension.

## Module 4: Better Together

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.1.2; RL.1.3; RL.1.7; RL.1.9; RL.1.6; RL.1.10; RI.1.1; RI.1.2; RI.1.3; RI.1.4; RI.1.5; RI.1.6; RI.1.7; RI.1.8; RI.1.9; RI.1.10; RF.1.1a; RF.1.2.d; RF.1.2b; RF.1.3a; RF.1.3b; RF.1.3f; RF.1.4a; RF.1.4b; RF.1.4c; W.1.1; W.1.5; W.1.7; W.1.8; SL.1.1a; SL.1.1c; SL.1.4; L.1.1a; L.1.1f; L.1.1g; L.1.1j; L.1.2d; L.1.2e; L.1.4a; L.1.4c; L.1.5a; L.1.5c; L.1.6*

#### Fundamental Concepts / Big Ideas

- Why is it important to do my best and get along with others?
- Learn the sound-spellings for consonant digraphs, trigraph -tch, inflections -s, -es, initial blends with s.
- Spell words with consonant digraphs and initial blends with s.
- Use prepositions and prepositional phrases correctly in speaking and writing.
- Use proper nouns correctly in speaking and writing.
- Identify commands.
- Write a how-to book about making a new friend.
- **Big Idea Words:** *courtesy, honest, sport*

#### Learning Objectives

Students will be able to...

##### Foundational Skills:

- Identify and read high-frequency words.
- Learn the sound-spellings for consonant digraphs, trigraph -tch, inflections -s, -es, initial blends with s.
- Spell words with consonant digraphs and initial blends with s.

##### Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.

##### Reading:

- Identify authors' ideas and supporting reasons.
- Determine topic and central idea.
- Evaluate a text.
- Identify point of view.
- Synthesize a text.
- Identify text features.
- Retell a story.
- Understand characters.
- Make connections.
- Explain the theme in a text.

- Ask and answer questions.
- Participate in collaborative conversations.

**Grammar:**

- Use prepositions and prepositional phrases correctly in speaking and writing.
- Use proper nouns correctly in speaking and writing.
- Identify commands.

**Writing:**

- Write a how-to book about making a new friend.
- Identify places in the piece that need improvement.
- Share writing with peers.
- Construct responses to reading to deepen comprehension.

## Module 5: Now You See It, Now You Don't

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.1.2; RL.1.3; RL.1.5; RL.1.9; RL.1.10; RI.1.1; RI.1.2; RI.1.3; RI.1.5; RI.1.6; RI.1.7; RI.1.8; RI.1.9; RI.1.10; RF.1.1a; RF.1.2.d; RF.1.2b; RF.1.3b; RF.1.3e; RF.1.3f; RF.1.4a; RF.1.4b; W.1.2; W.1.5; W.1.6; W.1.7; W.1.8; SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.4; L.1.1a; L.1.1c; L.1.1e; L.1.1f; L.1.1g; L.1.1j; L.1.2b; L.1.2d; L.1.2e; L.1.4b; L.1.4c; L.1.5c; L.1.6*

#### Fundamental Concepts / Big Ideas

- Why do light and dark come and go?
- Learn the sound-spellings for initial blends with l and r, compound words, final blends, inflection -ed.
- Spell words with initial blends with l, r, final blends.
- Use subjects and verbs correctly in speaking and writing.
- Use present and past tense verbs correctly in speaking and writing.
- Use the verb *Be* correctly in speaking and writing.
- Write an imaginative narrative (folktale) about how something came to be.
- **Big Idea Words:** *orbit, period, solar*

#### Learning Objectives

Students will be able to...

##### Foundational Skills:

- Identify and read high-frequency words.
- Learn the sound-spellings for initial blends with l and r, compound words, final blends, inflection -ed.
- Spell words with initial blends with l, r, final blends.

##### Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.

##### Reading:

- Identify authors' ideas and supporting reasons.
- Determine topic and central idea.
- Identify text features.
- Identify story structure.
- Make inferences.
- Make connections.
- Explain the theme in a text.
- Make and confirm predictions.
- Ask and answer questions.
- Participate in collaborative conversations.

**Grammar:**

- Use subjects and verbs correctly in speaking and writing.
- Use present and past tense verbs correctly in speaking and writing.
- Use the verb *Be* correctly in speaking and writing.

**Writing:**

- Write an imaginative narrative (folktale) about how something came to be.
- Add details to develop the story.
- Share writing with peers.
- Construct responses to reading to deepen comprehension.

## Module 6: Celebrate America

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.1.1; RL.1.5; RL.1.7; RL.1.9; RL.1.6; RL.1.10; RI.1.1; RI.1.2; RI.1.3; RI.1.4; RI.1.5; RI.1.6; RI.1.7; RI.1.8; RI.1.9; RI.1.10; RF.1.1a; RF.1.2.d; RF.1.2b; RF.1.2c; RF.1.3b; RF.1.3c; RF.1.4a; RF.1.4b; RF.1.4c; W.1.3; W.1.5; W.1.8; SL.1.1a; SL.1.1c; SL.1.2; SL.1.4; L.1.1a; L.1.1b; L.1.1e; L.1.1g; L.1.1j; L.1.2d; L.1.2e; L.1.4a; L.1.4b; L.1.5a; L.1.5c; L.1.6*

#### Fundamental Concepts / Big Ideas

- What do holidays and symbols tell about our country?
- Learn the sound-spellings for long e, i, o (CV), possessives with ‘s, long a, i, o (VCe), soft c, and silent letters kn, wr.
- Spell words with long e, i, o (CV/open syllables) and long a, i, o (VCe).
- Identify questions.
- Develop compound sentences correctly in speaking and writing.
- Use the names of months, days, and holidays correctly in speaking and writing.
- Write a story about your favorite holiday memory.
- **Big Idea Words:** *appreciate, duty, participate*

#### Learning Objectives

Students will be able to...

##### Foundational Skills:

- Identify and read high-frequency words.
- Learn the sound-spellings for long e, i, o (CV), possessives with ‘s, long a, i, o (VCe), soft c, and silent letters kn, wr.
- Spell words with long e, i, o (CV/open syllables) and long a, i, o (VCe).

##### Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.

##### Reading:

- Identify text features.
- Identify elements of poetry.
- Make and confirm predictions.
- Identify the elements of drama.
- Identify point of view.
- Evaluate a text.
- Identify authors’ ideas and supporting reasons.
- Make connections.

- Recognize text organization.
- Identify text features.
- Create mental images.
- Identify story structure.
- Ask and answer questions.
- Participate in collaborative conversations.

**Grammar:**

- Identify questions.
- Develop compound sentences correctly in speaking and writing.
- Use the names of months, days, and holidays correctly in speaking and writing.

**Writing:**

- Write a story about your favorite holiday memory.
- Edit writing for capital letters and end punctuation.
- Share writing with peers.
- Construct responses to reading to deepen comprehension.



## Module 7: The Big Outdoors

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.1.1; RL.1.2; RL.1.3; RL.1.7; RL.1.9; RL.1.6; RL.1.10; RI.1.1; RI.1.2; RI.1.3; RI.1.4; RI.1.7; RI.1.8; RI.1.9; RI.1.10; RF.1.1a; RF.1.2.d; RF.1.2b; RF.1.3b; RF.1.3c; RF.1.3g; RF.1.4a; RF.1.4b; RF.1.4c; W.1.3; W.1.5; W.1.7; W.1.8; SL.1.1a; SL.1.1b; SL.1.1c; SL.1.2; SL.1.4; L.1.1a; L.1.1b; L.1.1d; L.1.1f; L.1.1j; L.1.2d; L.1.2e; L.1.4a; L.1.4b; L.1.5a; L.1.5c; L.1.5d; L.1.6*

#### Fundamental Concepts / Big Ideas

- How do things in nature change?
- Learn the sound-spellings for long u, e (C*Ve*), soft g (g, dge), long e (ea, ee), long a (ai, ay), contractions with ‘m, ‘s, n’t, ‘ll.
- Spell words with long u (V*Ce*), long e patterns, long a vowel teams.
- Use the future tense correctly in speaking and writing.
- Use subject pronouns in speaking and writing.
- Use the pronouns *I* and *Me* in speaking and writing.
- Write a poem about the natural world.
- **Big Idea Words:** *cycle, evaporation, liquid*

#### Learning Objectives

Students will be able to...

##### Foundational Skills:

- Identify and read high-frequency words.
- Learn the sound-spellings for long u, e (C*Ve*), soft g (g, dge) long e (ea, ee), long a (ai, ay), contractions with ‘m, ‘s, n’t, ‘ll.
- Spell words with long u (V*Ce*), long e patterns, long a vowel teams.

##### Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.

##### Reading:

- Identify authors’ ideas and supporting reasons.
- Determine topic and central idea.
- Make inferences.
- Recognize text organization.
- Identify point of view.
- Describe the setting.
- Monitor and clarify understanding.
- Summarize by retelling a topic and important details.

- Synthesize information from a text.
- Use context clues to clarify meanings of content area words.
- Ask and answer questions.
- Participate in collaborative conversations.

**Grammar:**

- Use the future tense correctly in speaking and writing.
- Use subject pronouns in speaking and writing.
- Use the pronouns *I* and *Me* in speaking and writing.

**Writing:**

- Write a poem about the natural world.
- Revise poems for word choice.
- Share writing with peers.
- Construct responses to reading to deepen comprehension.

## Module 8: Tell Me A Story

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.1.1; RL.1.2; RL.1.3; RL.1.4; RL.1.7; RL.1.9; RL.1.10; RI.1.3; RI.1.5; RI.1.6; RI.1.7; RI.1.10; RF.1.1a; RF.1.2.d; RF.1.2a; RF.1.2b; RF.1.2c; RF.1.3b; RF.1.3c; RF.1.3d; RF.1.3e; RF.1.3g; RF.1.4a; RF.1.4b; W.1.3; W.1.5; W.1.6; SL.1.1a; SL.1.2; SL.1.4; L.1.1a; L.1.1f; L.1.1i; L.1.1j; L.1.2d; L.1.2e; L.1.4b; L.1.5a; L.1.5b; L.1.5c; L.1.6*

#### Fundamental Concepts / Big Ideas

- What lessons can we learn from stories?
- Learn the sound-spellings for long o (oa, ow), long o, i (oe, ie), long i (igh, y), r-controlled vowel (ar), two-syllable words.
- Spell words with long o patterns, and long i patterns. Spell words with r-controlled vowel ar.
- Use possessive pronouns in speaking and writing.
- Use indefinite pronouns in speaking and writing.
- Use contractions with pronouns and “not” in speaking and writing.
- Write a personal narrative about someone who helped you solve a problem.
- **Big Idea Words:** *amuse, entertain, literature*

#### Learning Objectives

Students will be able to...

##### Foundational Skills:

- Identify and read high-frequency words.
- Learn the sound-spellings for long o (oa, ow), long o, i (oe, ie), long i (igh, y), r-controlled vowel (ar), two-syllable words.
- Spell words with long o patterns, and long i patterns. Spell words with r-controlled vowel ar.

##### Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.

##### Reading:

- Identify text features.
- Create mental images.
- Explain the theme in a text.
- Describe the setting.
- Make inferences.
- Make connections.
- Identify elements of drama.
- Understand characters.

- Determine topic and central idea.
- Synthesize information from a text.
- Identify point of view.
- Participate in collaborative conversations.

**Grammar:**

- Use possessive pronouns in speaking and writing.
- Use indefinite pronouns in speaking and writing.
- Use contractions with pronouns and “not” in speaking and writing.

**Writing:**

- Write a personal narrative about someone who helped you solve a problem.
- Revise and edit narrative for word choice.
- Share writing with peers.
- Construct responses to reading to deepen comprehension.

## Module 9: Grow, Plants, Grow!

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.1.1; RL.1.2; RL.1.4; RL.1.7; RL.1.10; RI.1.1; RI.1.3; RI.1.5; RI.1.6; RI.1.9; RF.1.1a; RF.1.2.d; RF.1.2b; RF.1.3b; RF.1.3d; RF.1.3e; RF.1.3f; RF.1.4a; RF.1.4b; RF.1.4c; W.1.2; W.1.5; SL.1.1a; SL.1.1c; SL.1.2; SL.1.4; L.1.1a; L.1.1f; L.1.1j; L.1.2d; L.1.2e; L.1.4b; L.1.5a; L.1.5b; L.1.5c; L.1.6*

#### Fundamental Concepts / Big Ideas

- What do plants need to live and grow?
- Learn the sound-spellings for r-controlled vowel (or, ore), r-controlled vowels (er, ir, ur), final blends -ng, -nk, inflection -ing, review inflections -s, -es, and two-syllable words.
- Spell words with r-controlled vowels or, ore, er, ir, ur, final blends -ng, -nk, inflection -ing, -s, -es, and two-syllable words.
- Use exclamation sentences correctly in speaking and writing.
- Use different kinds of sentences correctly in speaking and writing.
- Use adjectives through the senses correctly in speaking and writing.
- Write an informational essay about a science experiment
- **Big Idea Words:** *absorb, emerge, vegetation*

#### Learning Objectives

Students will be able to...

##### Foundational Skills:

- Identify and read high-frequency words.
- Learn the sound-spellings for r-controlled vowel (or, ore), r-controlled vowels (er, ir, ur), final blends -ng, -nk, inflection -ing, review inflections -s, -es, and two-syllable words.
- Spell words with r-controlled vowels or, ore, er, ir, ur, final blends -ng, -nk, inflection -ing, -s, -es, and two-syllable words.

##### Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.

##### Reading:

- Identify elements of poetry.
- Evaluate a text.
- Identify story structure.
- Monitor and clarify.
- Retell a story.
- Identify text features.
- Ask and answer questions.

- Describe events in chronological order.

**Grammar:**

- Use exclamation sentences correctly in speaking and writing.
- Use different kinds of sentences correctly in speaking and writing.
- Use adjectives through the senses correctly in speaking and writing.

**Writing:**

- Write an informational essay about a science experiment.
- Revise and edit the essay for transition words.
- Share writing with peers.
- Construct responses to reading to deepen comprehension.

## Module 10: Dare to Dream

### Learning Goals: What do I want my students to learn?

#### Standards

[NJSLs](#) - *RL.1.2; RL.1.3; RL.1.4; RL.1.7; RL.1.9; RL.1.10; RI.1.1; RI.1.2; RI.1.3; RI.1.4; RI.1.7; RI.1.9; RI.1.10; RF.1.1a; RF.1.2.d; RF.1.2b; RF.1.3b; RF.1.3c; RF.1.3e; RF.1.3f; RF.1.3g; RF.1.4a; RF.1.4b; RF.1.4c; W.1.1; W.1.5; W.1.6; W.1.7; W.1.8; SL.1.1a; SL.1.1c; SL.1.2; SL.1.4; L.1.1a; L.1.1b; L.1.1f; L.1.1j; L.1.2b; L.1.2d; L.1.2e; L.1.4b; L.1.5a; L.1.5b; L.1.5c; L.1.5d; L.1.6*

#### Fundamental Concepts / Big Ideas

- How can thinking in new ways help to solve problems?
- Learn the sound-spellings for contractions with 've, 're. Learn the sound-spellings for vowel patterns /oo/ (oo, ou, ew, ue, u). Blend and decode regularly spelled two-syllable words with suffixes -er, -est, and consonant + le pattern.
- Spell words with contractions 'm, 's, n't, 'll, and vowel team syllables -oo, -ew, -ou.
- Use adverbs in speaking and writing.
- Use adjectives that compare in speaking and writing.
- Use correct spelling in writing.
- Write a biographical essay about someone who inspires you.
- **Big Idea Words:** *applaud, future, genius*

#### Learning Objectives

Students will be able to...

##### Foundational Skills:

- Identify and read high-frequency words.
- Learn the sound-spellings for contractions with 've, 're. Learn the sound-spellings for vowel patterns /oo/ (oo, ou, ew, ue, u). Blend and decode regularly spelled two-syllable words with suffixes -er, -est, and consonant + le pattern.
- Spell words with contractions 'm, 's, n't, 'll, and vowel team syllables -oo, -ew, -ou.

##### Vocabulary:

- Build and expand word knowledge within, across, and beyond texts.
- Answer questions and discuss meanings to develop vocabulary.
- Identify real-life connections between words and their use.
- Determine the meanings of words not explicitly taught.

##### Reading:

- Create mental images.
- Explain the theme in a text.
- Describe the setting.
- Make connections.
- Identify elements of poetry.
- Understand characters.

- Determine topic and central idea.
- Recognize text organization.
- Retell a story.
- Participate in collaborative conversations.

**Grammar:**

- Use adverbs in speaking and writing.
- Use adjectives that compare in speaking and writing.
- Use correct spelling in writing.

**Writing:**

- Write a biographical essay about someone who inspires you.
- Revise and edit the essay for word choice.
- Share writing with peers.
- Construct responses to reading to deepen comprehension.

Please contact the Content Supervisor for any questions.