

Bloomingtondale School District

Bloomingtondale, NJ



**ELA
Grade 1**

Adopted: September

2017

Revised August 2018

Grade 1 English Language Arts Curriculum is aligned to the Grade 1 NJSL-ELA and Anchor Standards for College and Career Readiness.

**English
Language Arts
Department**

English Language Arts Curriculum

OVERVIEW:

The instructional design of the elementary reading/language arts program is recursive, that is, the same major strategies and skills are taught and reinforced across the grade levels. Skills and strategies are developed through a balanced literacy approach which includes trade books, novels, leveled readers, and supplementary materials across content areas. Students demonstrate their understanding of the language by responding to the text in a variety of ways. The integration of the language arts skills, reading, writing, speaking, viewing and listening are infused throughout the content areas in addition to the ELA periods.

COURSE DESCRIPTION

First grade students will learn to think, talk, read, write and examine literary and informational texts to determine the central message of stories or main topic using key details and retelling to demonstrate understanding. Students will be able to determine the characteristics and features of different types of genre. Readers will be encouraged to read text more closely and think more deeply in order to identify words and phrases in stories and poems that suggest feelings or appeal to the senses.

UNITS:

Pacing Guide

Unit 1	6-7 weeks
Unit 2	6-7 weeks
Unit 3	6-7 weeks
Unit 4	6-7 weeks
Unit 5	6-7 weeks
Unit 6	6-7 weeks

MATERIALS FOR INSTRUCTION:

- I. Leveled readers
- II. Reading Street Program Resources -2013
- III. Newspapers/magazines
- IV. Media center/classroom libraries/public library
- V. Novels
- VI. Reader's Notebooks
- VII. Writer's Notebooks
- VIII. Smartboard
- IX. Authentic literature

METHODS OF EVALUATION:

- I. Attitude
- II. Effort
- III. Participation in class work
 - A. Class discussion (including turn and talk)
 - B. Work (group, partner, and individual)
 - C. Reports
 - D. Writing samples
 - E. Journals/portfolios
 - F. Centers
 - G. Peer sharing
- IV. Homework
- V. Test and quizzes
 - A. Unit tests
 - B. Teacher prepared tests
 - C. Supplementary materials
 - D. Standardized and/or norm referenced tests
- VI. On-going informal assessment
 - A. Independent writing
 - B. Reader's and Writer's Notebooks
 - C. Anecdotal records
 - D. Running Records
 - E. Guided Reading
 - F. Student/teacher conferences

Holocaust Education

The Bloomingdale School District addresses the act regarding genocide education in the public schools, supplementing chapter 35 of Title 18A of the New Jersey Statutes. This is accomplished through the resources provided by the New Jersey Commission on Holocaust Education, Character Education Curriculum, AntiBullying Programs, Health and Physical Education Curriculum, School Guidance programs, English Language Arts, Social Studies Curriculum, as well as through the daily modeling and discussion of good character, ethics, and moral behavior.

2a. Every Board of Education shall include instruction of all elementary and secondary school pupils on the Holocaust and genocides in an appropriate place in the curriculum.

2b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and, to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Resources are provided to all educators through open source resources, purchased programs and materials, assemblies for students, and professional development for educators.





The New Jersey Commission on Holocaust Education, to promote Holocaust education in the State of New Jersey, can be accessed through the following links:

<http://www.state.nj.us/education/holocaust/>

K-4 Curriculum Guide:

- o  [Caring Makes a Difference](#)

5-8 Curriculum Guide:

- o  [To Honor All Children, part one](#) (1.81 MB, PDF)
- o  [To Honor All Children, part two](#) (5.82 MB, PDF)
- o  [To Honor All Children, part three](#) (2.34 MB, PDF)
- o  [To Honor All Children, part four](#) (6.15 MB, PDF)

First Grade Units of Instruction

Unit 1R

NOTE** Unit foundation is Reading Street 2013 and Guided English Language Arts Instruction. Although Reading Street provides: Anchor texts, paired text selection, and leveled reader selections, it is expected that additional supplies and resources to support English Language Arts instruction will be infused to support the goals and philosophy as stated in the curriculum overview.

***Optional Materials and Instructional Resources:**
Fountas and Pinnell, Wilson

Pacing: 1 Week

Interdisciplinary Connections: Social Studies, Science, Visual and Performing Arts

- Transfer Goal:** *Students will be increasingly able to independently use their learning to...*
- Read a personal narrative model text.
 - Write a personal narrative of their own.
 - Use information from a text to understand its characters, setting, and plot.

- Assessment Transfer Tasks:**
Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...
- Students will create a personal narrative writing task.

Formative Assessment Tasks:
Words I write book, comprehension tests, phonics test, fresh reads, spelling tests and sentences, Unit tests, dictated sentences, retell cards, fluency, group work, worksheets, projects, discussions, question and answer, quizzes, teacher observation, student homework, student journals

- NJ Student Learning Standards for 21st Century Life and Career Themes**
- **Career Ready Practices:**
 - CRP 1, 2, 4, 6, 8, 11
 - **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
 - **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.4.A.1, 9.2.4.A.2

- NJ Student Learning Standards for Technology**
- **8.1 Educational Technology**
 - 8.1.2.A.2, 8.1.2.A.4, 8.1.P.B.1, 8.1.2.D.1, 8.1.2.E.1
 - **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.2.B.1

Unit	Resources/ Materials	Launching Skills	NJSLs	Essential Questions	Essential Understanding
------	-------------------------	------------------	-------	------------------------	----------------------------

<p>Launching</p>	<p>Sophie and Sammy's Library Sleepover Anchor Charts Supplemental text and resources</p>	<p>Book Care/ Handling A Purpose for Reading Conversations with peers Reading independently for a specific amount of time</p>	<p>Reading Foundations RF.1.4 L.1.6</p>	<p>What do we do during RW? How can I share with a friend?</p>	<p>TSW: -demonstrate proper care for a book -articulate with peers -understand that reading serves a purpose-entertain, information</p>
------------------	---	---	--	--	---

First Grade Units of Instruction

Unit 1R

NOTE** Unit foundation is Reading Street 2013 and Guided English Language Arts Instruction. Although Reading Street provides: Anchor texts, paired text selection, and leveled reader selections, it is expected that additional supplies and resources to support English Language Arts instruction will be infused to support the goals and philosophy as stated in the curriculum overview.

***Optional Materials and Instructional Resources:**
Fountas and Pinnell, Wilson

Pacing: 6 – 7 Weeks (approx. 1 week per unit)

Interdisciplinary Connections: Social Studies, Science, Visual and Performing Arts

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Read a personal narrative model text.
- Write a personal narrative of their own.
- Use information from a text to understand its characters, setting, and plot.

Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Students will create a personal narrative writing task.

Formative Assessment Tasks:

Words I write book, comprehension tests, phonics test, fresh reads, spelling tests and sentences, Unit tests, dictated sentences, retell cards, fluency, group work, worksheets, projects, discussions, question and answer, quizzes, teacher observation, student homework, student journals

NJ Student Learning Standards for 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP 1, 2, 4, 6, 8, 11
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.4.A.1, 9.2.4.A.2

NJ Student Learning Standards for Technology

- **8.1 Educational Technology**
 - 8.1.2.A.2, 8.1.2.A.4, 8.1.P.B.1, 8.1.2.D.1, 8.1.2.E.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.2.B.1

Unit		Comprehension Skill	Foundational Skills	NJSLS	Essential Questions	Essential Understanding
R.1	Sam Supplemental text and	Character Questioning	Fluency Accuracy Phonemic Awareness Initial, medial and final phonemes	Reading Literature 3 Language 1.b, 1.c, 5.c		

	Resources (teacher discretion)		Segment and Blend Phonemes Blend onsets and rimes Phonics Short a Consonants m, s, t Writing Trait: nouns in sentences Writing Mini-Lesson: Sentences Conventions: nouns for people, animals and things High Frequency Words	Foundational Skills 2.b, 2.c, 3 Speaking and Listening 1.a		
R.2	Snap! Supplemental text and Resources (teacher discretion)	Setting Predict and set purpose	Fluency Accuracy Phonemic Awareness Initial, medial and final phonemes Segment and Blend Phonemes Rhyming words Phonics Consonants k, p , n Writing Trait: nouns in sentences Writing Mini-Lesson: Sentences Conventions: nouns for places High Frequency Words	Reading Literature 3 Language 1.b, 1.c, 5.c Foundational Skills 2.b, 2.c, 3 Speaking and Listening 1.a		
R.3	Tip and Tam Supplemental text and Resources (teacher discretion)	Plot Story Structure	Fluency Accuracy Phonemic Awareness Initial, medial and final phonemes Segment and Blend Phonemes Identify Syllables Phonics Vowels: short i Consonants: f, b, g Writing Trait: verbs in sentences Writing Mini-Lesson: Sentences Conventions: verbs High Frequency Words	Reading Literature 3 Language 1.b, 1.c, 5.c Foundational Skills 2.b, 2.c, 3 Speaking and Listening 2		
R.4	The Big Top	Realism and Fantasy	Fluency	Reading Literature		

	Supplemental text and Resources (teacher discretion)	Questioning	<p>Accuracy</p> <p>Phonemic Awareness Isolate initial, medial and final phonemes Segment and Blend Phonemes Rhyming words</p> <p>Phonics Vowels: short o Consonants: d, l, h</p> <p>Writing Trait: simple sentences Writing Mini-Lesson: Sentences Conventions: simple sentences</p> <p>High Frequency Words</p>	<p>5</p> <p>Language 1.c, 1.j, 2.b</p> <p>Foundational Skills 2.c, 2.d, 3, 3.b</p> <p>Speaking and Listening 1.a, 1.b, 2</p>		
R. 5	School Day Supplemental text and Resources (teacher discretion)	Plot Monitor and Clarify	<p>Fluency Accuracy</p> <p>Phonemic Awareness Isolate initial, medial and final phonemes Segment and Blend Phonemes Identify Syllables</p> <p>Phonics Vowels: short e Consonants: r, w, j, k</p> <p>Writing Trait: sentences with adjectives Writing Mini-Lesson: adjectives Conventions: simple sentences with adjectives</p> <p>High Frequency Words</p>	<p>Reading Literature 3</p> <p>Language 1.f</p> <p>Foundational Skills 2, 2.b, 2.c, 2.d, 3, 3.b</p> <p>Speaking and Listening 1.c, 2</p>		
R.6	Farmers Market Supplemental text and Resources (teacher discretion)	Realism and Fantasy Background knowledge	<p>Fluency Accuracy</p> <p>Phonemic Awareness Isolate initial, medial and final phonemes Segment and Blend Phonemes Identify Syllables</p> <p>Phonics Vowels: short u Consonants: v, y, z</p> <p>Writing Trait: sentences with nouns, verbs and</p>	<p>Reading Literature 5</p> <p>Language 1.j, 2.b, 2</p> <p>Foundational Skills 2, 2.b, 2.c, 2.d, 3, 3.b</p> <p>Speaking and Listening 4, 6</p>		

			adjectives Writing Mini-Lesson: adjectives Conventions: simple sentences with nouns, verbs and adjectives High Frequency Words			
--	--	--	---	--	--	--

Unit 1

NOTE** Unit foundation is Reading Street 2013 and Guided English Language Arts Instruction. Although Reading Street provides: Anchor texts, paired text selection, and leveled reader selections, it is expected that additional supplies and resources to support English Language Arts instruction will be infused to support the goals and philosophy as stated in the curriculum overview.

***Optional Materials and Instructional Resources:**

Fountas and Pinnell, Wilson

Pacing: 6 – 7 Weeks (approx. 1 week per unit)

Interdisciplinary Connections: Social Studies, Science, Visual and Performing Arts

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Read a personal narrative model text.
- Write a personal narrative of their own.
- Use information from a text to understand its characters, setting, and plot.

Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/ or attitudes that were learned into one or more of the following...

- Students will create a personal narrative writing task.

Formative Assessment Tasks:

Words I write book, comprehension tests, phonics test, fresh reads, spelling tests and sentences, Unit tests, dictated sentences, retell cards, fluency, group work, worksheets, projects, discussions, question and answer, quizzes, teacher observation, student homework, student journals

NJ Student Learning Standards for 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP 1, 2, 4, 6, 8, 11
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.4.A.1, 9.2.4.A.2

NJ Student Learning Standards for Technology

- **8.1 Educational Technology**
 - 8.1.2.A.2, 8.1.2.A.4, 8.1.P.B.1, 8.1.2.D.1, 8.1.2.E.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.2.B.1

Unit		Comprehension Skill	Foundational Skills	NJSLS	Essential Questions	Essential Understanding
1.1	Sam, Come Back! Supplemental text and	Character, Monitor and Clarify	Fluency Accuracy Phonemic Awareness Distinguish /a/ Segment and count phonemes	Reading Literature 1, 2, 3, 7 Reading Foundational 2.b, 2.c, 2.d, 3, 3.a, 3.b, 4, 4.b		

	Resources (teacher discretion)		<p>Rhyming words</p> <p>Phonics</p> <p>Short a</p> <p>Consonant pattern ck</p> <p>Writing</p> <p>Trait: Conventions</p> <p>Writing Mini-Lesson: Story</p> <p>Conventions: Sentences</p> <p>High Frequency Words</p>	<p>Writing</p> <p>2, 3, 5</p> <p>Language</p> <p>1.j, 2, 2.b, 2.d, 2.e, 5.c</p> <p>Speaking Listening</p> <p>1, 1.b 1.c, 4</p> <p>Reading Informational</p> <p>2, 3, 8</p>		
1.2	<p>Pig in a Wig</p> <p>Supplemental text and Resources (teacher discretion)</p>	<p>Plot</p> <p>Summarize</p>	<p>Fluency</p> <p>Accuracy</p> <p>Phonemic Awareness</p> <p>Distinguish /i/</p> <p>Segment and blend phonemes</p> <p>Segment and count phonemes</p> <p>Phonics</p> <p>Consonant x/ks/</p> <p>Short /i/</p> <p>Trait: Conventions</p> <p>Writing Mini-Lessons: Fantasy</p> <p>Story</p> <p>Conventions: Subject of sentences</p> <p>High Frequency Words</p>	<p>Reading Literature</p> <p>1, 2, 3, 7</p> <p>Reading Foundational</p> <p>2.b, 2.c, 2.d, 3, 3.a, 3.b, 4, 4.b</p> <p>Writing</p> <p>2, 3, 5</p> <p>Language</p> <p>1.j, 2, 2.b, 2.d, 2.e, 5.c</p> <p>Speaking Listening</p> <p>1, 1.b 1.c, 4</p> <p>Reading Informational</p> <p>2, 3, 8</p>		
1.3	<p>The Big Blue Ox</p> <p>Supplemental text and Resources</p>	<p>Character and Setting</p> <p>Visualize</p>	<p>Fluency</p> <p>Rate</p> <p>Phonemic Awareness</p> <p>Distinguish /o/</p> <p>Segment and blend phonemes</p> <p>Segment and count phonemes</p> <p>Phonics</p> <p>Plural –s Consonant s/z/</p> <p>Short o:o Writing</p> <p>Trait: Sentences</p> <p>Writing Mini-Lesson: Short poem</p> <p>Conventions: predicates of sentences</p> <p>High Frequency Words</p>	<p>Reading Literature</p> <p>1, 2, 3, 7</p> <p>Reading Foundational</p> <p>2.b, 2.c, 2.d, 3, 3.a, 3.b, 4, 4.b</p> <p>Writing</p> <p>2, 3, 5</p> <p>Language</p> <p>1.j, 2, 2.b, 2.d, 2.e, 5.c</p> <p>Speaking Listening</p> <p>1, 1.b 1.c, 4</p> <p>Reading Informational</p> <p>2, 3, 8</p>		
1.4	A Fox and a	Main Idea and	Fluency	Reading Literature		

	<p>Kit Supplemental text and Resources (teacher discretion)</p>	<p>Details Important Ideas</p>	<p>Accuracy and Rate Phonemic Awareness Segment and blend phonemes Count syllables Segment and blend onset rime Phonics Inflected endings –s and -ing Writing Trait: Voice Writing Mini-Lesson: Personal Narrative Conventions: Declarative Sentences High Frequency Words</p>	<p>1, 2, 3, 7 Reading Foundational 2.b, 2.c, 2.d, 3, 3.a, 3.b, 4, 4.b Writing 2, 3, 5 Language 1.j, 2, 2.b, 2.d, 2.e, 5.c Speaking Listening 1, 1.b 1.c, 4 Reading Informational 2, 3, 8</p>		
<p>1.5</p>	<p>Get the Egg! Supplemental text and Resources (teacher discretion)</p>	<p>Main Idea and Details Story Structure</p>	<p>Fluency Appropriate phrasing Phonemic Awareness Distinguish /e/ Segment and blend phonemes Segment and blend onset and rime Phonics Short e:e Initial Consonant Blends Writing Trait: Organization Writing Mini-Lesson: Realistic story Conventions: Interrogative Sentences High Frequency Words</p>	<p>Reading Literature 1, 2, 3, 7 Reading Foundational 2.b, 2.c, 2.d, 3, 3.a, 3.b, 4, 4.b Writing 2, 3, 5 Language 1.j, 2, 2.b, 2.d, 2.e, 5.c Speaking Listening 1, 1.b 1.c, 4 Reading Informational 2, 3, 8</p>		
<p>1.6</p>	<p>Animal Park Supplemental text and Resources (teacher discretion)</p>	<p>Cause and Effect Text Structure</p>	<p>Fluency Appropriate Phrasing Phonemic Awareness Distinguish /u/ Segment and blend phonemes Segment and blend onset and rime Phonics Short u:u Final consonant blends Writing Trait: Focus/Idea Writing Mini-Lesson: Brief Composition Conventions: Exclamatory Sentences High Frequency Words</p>	<p>Reading Literature 1, 2, 3, 7 Reading Foundation: 2.b, 2.c, 2.d, 3, 3.a, 3.b, 4, 4.b Writing 2, 3, 5 Language 1.j, 2, 2.b, 2.d, 2.e, 5.c Speaking Listening 1, 1.b 1.c, 4 Reading Informational 2, 3, 5, 8</p>		

Unit 2

NOTE** Unit foundation is Reading Street 2013 and Guided English Language Arts Instruction. Although Reading Street provides: Anchor texts, paired text selection, and leveled reader selections, it is expected that additional supplies and resources to support English Language Arts instruction will be infused to support the goals and philosophy as stated in the curriculum overview.

***Optional Materials and Instructional Resources:**

Fountas and Pinnell, Wilson

Pacing: 6 – 7 Weeks (approx. 1 week per unit)

Interdisciplinary Connections: Social Studies, Science, Visual and Performing Arts

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Read a letter model text.
- Write a letter of their own.
- Use information from a text to understand nouns in a sentence.

Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Students will complete a letter-writing task.

Formative Assessment Tasks:

Words I write book, comprehension tests, phonics test, fresh reads, spelling tests and sentences, Unit tests, dictated sentences, retell cards, fluency, group work, worksheets, projects, discussions, question and answer, quizzes, teacher observation, student homework, student journals

NJ Student Learning Standards for 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP 1, 2, 4, 6, 8, 11
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.4.A.1, 9.2.4.A.2

NJ Student Learning Standards for Technology

- **8.1 Educational Technology**
 - 8.1.2.A.2, 8.1.2.A.4, 8.1.P.B.1, 8.1.2.D.1, 8.1.2.E.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.2.B.1

Unit	Main Selection	Comprehension Skill	Foundational Skills	NJSLS:	Essential Questions:	Enduring Understanding:
2.1	A Big Fish for Max Supplemental text and Resources (teacher discretion)	Sequence Predict and set purpose	Fluency Accuracy and appropriate phrasing Phonemic Awareness Segment and blend	Reading Literature 2, 3, 5 Reading Foundational 2.a, 2.b, 2.c, 2.d, 3, 3.a, 3.b,		

			<p>phonemes Phonics Vowel sound in <i>ball</i>: a, al Consonant Digraphs sh, th Writing Trait: Organization Writing Mini-Lesson: Friendly Letter Conventions: Common Nouns High Frequency Words</p>	<p>3.c, 3.d, 4, 4.b Writing 2, 3, 5 Language 1, 1.b, 1.c, 1.j, 2.a, 2.d, 5.c Speaking Listening 1, 1.a, 2, 4 Reading Informational 2, 3, 8</p>		
2.2	<p>The Farmer in the Hat</p> <p>Supplemental text and Resources (teacher discretion)</p>	<p>Cause and effect, Monitor and Clarify</p>	<p>Fluency Appropriate phrasing Phonemic Awareness Distinguish between long a and /a/ Rhyming words Segment and blend phonemes Phonics Consonant c/s/, g/j/ Long a: a_e Writing Trait: Sentences Writing Mini-Lesson: Brief Composition Conventions: Proper nouns High Frequency Words</p>	<p>Reading Literature 2, 3, 5 Reading Foundational 2.a, 2.b, 2.c, 2.d, 3, 3.a, 3.b, 3.c, 3.d, 4, 4.b Writing 2, 3, 5 Language 1, 1.b, 1.c, 1.j, 2.a, 2.d, 5.c Speaking Listening 1, 1.a, 2, 4 Reading Informational 2, 3, 8</p>		
2.3	<p>Who Works Here?</p> <p>Supplemental text and Resources (teacher discretion)</p>	<p>Author's purpose, Important ideas</p>	<p>Fluency Appropriate phrasing Phonemic Awareness Distinguish between long l and /i/ Segment and blend phonemes Create words Phonics Consonant digraphs wh, ch, tch, ph Long i: i_e Writing Trait: Conventions Writing Mini-Lesson: Explanation</p>	<p>Reading Literature 2, 3, 5 Reading Foundational 2.a, 2.b, 2.c, 2.d, 3, 3.a, 3.b, 3.c, 3.d, 4, 4.b Writing 2, 3, 5 Language 1, 1.b, 1.c, 1.j, 2.a, 2.d, 5.c Speaking Listening 1, 1.a, 2, 4 Reading Informational 2, 3, 8</p>		

			Conventions: Special Titles High Frequency Words			
2.4	The Big Circle Supplemental text and Resources (teacher discretion)	Sequence, Inferring	Fluency Accuracy and rate Phonemic Awareness Distinguish between long o and /o/ Segment and blend phonemes Create words Phonics Contractions Long o: o_e Writing Trait: Organization Writing Mini-Lesson: Poem Conventions: Proper nouns: Days, months and holidays High Frequency Words	Reading Literature 2, 3, 5 Reading Foundational 2.a, 2.b, 2.c, 2.d, 3, 3.a, 3.b, 3.c, 3.d, 4, 4.b Writing 2, 3, 5 Language 1, 1.b, 1.c, 1.j, 2.a, 2.d, 5.c Speaking Listening 1, 1.a, 2, 4 Reading Informational 2, 3, 8		
2.5	Life in the Forest Supplemental text and Resources (teacher discretion)	Author's Purpose Background knowledge	Fluency Appropriate Phrasing Phonemic Awareness Distinguish between long u and /u/ Segment and blend phonemes Phonics Inflected ending -ed Long u: u_e; Long e: e_e Writing Trait: Voice Writing Mini-Lesson: Description Conventions: Singular and plural nouns High Frequency Words	Reading Literature 2, 3, 5 Reading Foundational 2.a, 2.b, 2.c, 2.d, 3, 3.a, 3.b, 3.c, 3.d, 4, 4.b Writing 2, 3, 5 Language 1, 1.b, 1.c, 1.j, 2.a, 2.d, 5.c Speaking Listening 1, 1.a, 2, 4 Reading Informational 2, 3, 8		
2.6	Honey Bees Supplemental text and Resources (teacher	Compare and contrast, Questioning	Fluency Accuracy and appropriate phrasing Phonemic Awareness Distinguish between	Reading Literature 2, 3, 5 Reading Foundational 2.a, 2.b, 2.c, 2.d, 3, 3.a, 3.b,		

	discretion)		<p>long e and /e/ Segment and blend words Phonics Syllables VC/CV Long e: e, ee Writing Trait: Focus/Ideas Writing Mini-Lesson: Expository paragraph Conventions: Nouns in sentences High Frequency Words</p>	<p>3.c, 3.d, 4, 4.b Writing 2, 3, 5 Language 1, 1.b, 1.c, 1.j, 2.a, 2.d, 5.c Speaking Listening 1, 1.a, 2, 4 Reading Informational 2, 3, 8</p>		
--	-------------	--	--	---	--	--

Unit 3

NOTE** Unit foundation is Reading Street 2013 and Guided English Language Arts Instruction. Although Reading Street provides: Anchor texts, paired text selection, and leveled reader selections, it is expected that additional supplies and resources to support English Language Arts instruction will be infused to support the goals and philosophy as stated in the curriculum overview.

***Optional Materials and Instructional Resources:**
Fountas and Pinnell, Wilson

Pacing: 6 – 7 Weeks (approx. 1 week per unit)

Interdisciplinary Connections: Social Studies, Science, Visual and Performing Arts

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Read an expository article model text.
- Write an expository article of their own.
- Understand verbs in a sentence.

Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Students will create an expository article writing task.

Formative Assessment Tasks:

Words I write book, comprehension tests, phonics test, fresh reads, spelling tests and sentences, Unit tests, dictated sentences, retell cards, fluency, group work, worksheets, projects, discussions, question and answer, quizzes, teacher observation, student homework, student journals

NJ Student Learning Standards for 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP 1, 2, 4, 6, 8, 11
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.4.A.1, 9.2.4.A.2

NJ Student Learning Standards for Technology

- **8.1 Educational Technology**
 - 8.1.2.A.2, 8.1.2.A.4, 8.1.P.B.1, 8.1.2.D.1, 8.1.2.E.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.2.B.1

Unit	Main Selection	Comprehension Skill	Foundational Skills	NJSLS:	Essential Questions:	Enduring Understanding
3.1	A Place to Play Supplemental text and Resources (teacher discretion)	Sequence Summarize	Fluency Accuracy and appropriate rate Phonemic Awareness Segment and blend phonemes Rhyming words	Reading Literature 1, 3, 7, 9 Reading Foundational 2.b, 2.c, 2.d, 3, 3.b,		

			<p>Add initial phonemes Phonics Syllable patterns CV Vowel sounds of y Writing Trait: Organization Writing Mini-Lesson: Realistic story Conventions: action verbs High Frequency Words</p>	<p>3.c, 3.e, 4.b Writing 1, 2, 3, 5 Language 1, 1.c, 1.e, 1.j, 2, 2.d, 2.e, 5.c, Speaking Listening 1.a, 4 Reading Informational 3</p>		
3.2	<p>Ruby in Her own Time Supplemental text and Resources (teacher discretion)</p>	<p>Compare and contrast</p>	<p>Fluency Appropriate phrasing Phonemic Awareness Segment and blend phonemes Add phonemes Segment and blend syllables Phonics Compound words Consonant patterns ng, nk Writing Trait: Voice Writing Mini-Lesson: Comments about a story Conventions: verbs that add -s High Frequency Words</p>	<p>Reading Literature 1, 3, 7, 9 Reading Foundational 2.b, 2.c, 2.d, 3, 3.b, 3.c, 3.e, 4.b Writing 1, 2, 3, 5 Language 1, 1.c, 1.e, 1.j, 2, 2.d, 2.e, 5.c, Speaking Listening 1.a, 4 Reading Informational 3</p>		
3.3	<p>The Class Pet Supplemental text and Resources (teacher discretion)</p>	<p>Fact and opinion Monitor and clarify</p>	<p>Fluency Appropriate phrasing Phonemic Awareness Segment and blend phonemes Segment and blend syllables Add phonemes Phonics Vowels: r-controlled or, ore Ending -es; plural -es Writing Trait: Conventions Writing Mini-Lesson: Summary Conventions: Verbs that do not add -s High Frequency Words</p>	<p>Reading Literature 1, 3, 7, 9 Reading Foundational 2.b, 2.c, 2.d, 3, 3.b, 3.c, 3.e, 4.b Writing 1, 2, 3, 5 Language 1, 1.c, 1.e, 1.j, 2, 2.d, 2.e, 5.c, Speaking Listening 1.a, 4 Reading Informational 3, 5</p>		

3.4	Frog and Toad Together	Author's purpose	Fluency Expression and intonation	Reading Literature 1, 3, 7, 9		
-----	------------------------	------------------	---	---	--	--

	Supplemental text and Resources (teacher discretion)	Visualize	<p>Phonemic Awareness Isolate final phonemes Segment and blend phonemes Add phonemes</p> <p>Phonics Vowel: r-controlled ar Adding endings</p> <p>Writing Trait: Sentences Writing Mini-Lesson: Lists Conventions: Verbs for past and for future</p> <p>High Frequency Words</p>	<p>Reading Foundational 2.b, 2.c, 2.d, 3, 3.b, 3.c, 3.e, 4.b</p> <p>Writing 1, 2, 3, 5</p> <p>Language 1, 1.c, 1.e, 1.j, 2, 2.d, 2.e, 5.c,</p> <p>Speaking Listening 1.a, 4</p> <p>Reading Informational 3</p>		
3.5	I'm a Caterpillar Supplemental text and Resources (teacher discretion)	Facts and opinion Text structure	<p>Fluency Expression and intonation</p> <p>Phonemic Awareness Isolate medial and final phonemes Add phonemes Segment and blend syllables Rhyming words</p> <p>Phonics Contractions Vowel: r-controlled er, ir, ur</p> <p>Writing Trait: Focus/idea Writing Mini-Lesson: Captions and pictures Conventions: Verbs <i>am, is, are, was</i> and <i>were</i></p> <p>High Frequency Words</p>	<p>Reading Literature 1, 3, 6, 7, 9</p> <p>Reading Foundational 2.b, 2.c, 2.d, 3, 3.b, 3.c, 3.e, 4.b</p> <p>Writing 1, 2, 3, 5</p> <p>Language 1, 1.c, 1.e, 1.j, 2, 2.d, 2.e, 5.c,</p> <p>Speaking Listening 1.a, 4</p> <p>Reading Informational 3, 5</p>		
3.6	Where Are My Animal Friends? Supplemental text and Resources (teacher discretion)	Draw conclusions Background knowledge	<p>Fluency Expression and intonation</p> <p>Phonemic Awareness Consonant pattern -dge Comparative endings -er, -est</p> <p>Phonics Segment and blend words Change and add phonemes</p> <p>Writing Trait: Sentences Writing Mini-Lesson: Play scene</p>	<p>Reading Literature 1, 3, 6, 7, 9</p> <p>Reading Foundational 2.b, 2.c, 2.d, 3, 3.b, 3.c, 3.e, 4.b</p> <p>Writing 1, 2, 3, 5</p> <p>Language 1, 1.c, 1.e, 1.j, 2, 2.d, 2.e, 5.c,</p> <p>Speaking Listening</p>		

			Conventions: Contractions with <i>not</i> High Frequency Words	1.a, 4 Reading Informational 3		
--	--	--	---	--	--	--

Unit 4

NOTE** Unit foundation is Reading Street 2013 and Guided English Language Arts Instruction. Although Reading Street provides: Anchor texts, paired text selection, and leveled reader selections, it is expected that additional supplies and resources to support English Language Arts instruction will be infused to support the goals and philosophy as stated in the curriculum overview.

***Optional Materials and Instructional Resources:**
Fountas and Pinnell, Wilson

Pacing: 6 – 7 Weeks (approx. 1 week per unit)

Interdisciplinary Connections: Social Studies, Science, Visual and Performing Arts

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Read a realistic story model text.
- Write a realistic story of their own.
- Use information from a text to understand adjectives in a sentence.

Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Students will create a realistic story writing task.

Formative Assessment Tasks:

Words I write book, comprehension tests, phonics test, fresh reads, spelling tests and sentences, Unit tests, dictated sentences, retell cards, fluency, group work, worksheets, projects, discussions, question and answer, quizzes, teacher observation, student homework, student journals

NJ Student learning Standards for 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP 1, 2, 4, 6, 8, 11
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.4.A.1, 9.2.4.A.2

NJ Student Learning Standards for Technology

- **8.1 Educational Technology**
 - 8.1.2.A.2, 8.1.2.A.4, 8.1.P.B.1, 8.1.2.D.1, 8.1.2.E.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.2.B.1

Unit	Main Selection	Comprehension Skill	Foundational Skills	NJSLS:	Essential Questions:	Enduring Understanding
4.1	Mama's Birthday Present Supplemental text	Draw conclusions, Monitor and Clarify	Fluency Expression and intonation Phonemic Awareness Segment and blend	Reading Literature 1, 2, 3, 4, Reading Foundational 2.b, 2.c, 2.d, 3, 3.a, 3.b, 3.c,		

	and Resources (teacher discretion)		phonemes, rhyming words, change initial phonemes Phonics Singular and plural possessives, vowel digraphs ai, ay, Writing Trait: Organization Writing Mini-Lesson: Friendly letter Conventions: Adjectives High Frequency Words	3.e, 4.b Writing 1, 2, 3, 5 Language 1.b, 1.f, 1.h, 1.j, 2, 2.d, 3.g, 4.b, 5.c, 5.d Speaking Listening 1, 1.a, .4 Reading Informational 2, 7		
4.2	Cinderella Supplemental text and Resources (teacher discretion)	Theme Visualize	Fluency Accuracy and rate Phonemic Awareness Segment and blend phonemes Create words Change final phonemes Phonics Adding endings Vowel digraphs ea Writing Trait: Word choice Writing Mini- Lesson: Invitation Conventions: Adjectives for colors and shapes High Frequency Words	Reading Literature 1, 2, 3, 4, Reading Foundational 2.b, 2.c, 2.d, 3, 3.a, 3.b, 3.c, 3.e, 4.b Writing 1, 2, 3, 5 Language 1.b, 1.f, 1.h, 1.j, 2, 2.d, 3.g, 4.b, 5.c, 5.d Speaking Listening 1, 1.a, .4 Reading Informational 2, 7		
4.3	A Trip to Washington D.C Supplemental text and Resources (teacher discretion)	Facts and details Important ideas	Fluency Expression and intonation Phonemic Awareness Isolate initial phonemes Create words Change phonemes Phonics Three-letter consonant blends Vowel digraphs oa, ow Writing Trait: Focus/Ideas Writing Mini- Lesson: Descriptive poems Conventions: Adjectives for	Reading Literature 1, 2, 3, 4, Reading Foundational 2.b, 2.c, 2.d, 3, 3.a, 3.b, 3.c, 3.e, 4.b Writing 1, 2, 3, 5 Language 1.b, 1.f, 1.h, 1.j, 2, 2.d, 3.g, 4.b, 5.c, 5.d Speaking Listening 1, 1.a, .4 Reading Informational 2, 7		

			size			
--	--	--	------	--	--	--

			High Frequency Words			
4.4	A Southern Ranch Supplemental text and Resources (teacher discretion)	Facts and details Questioning	Fluency Accuracy, rate, and expression Phonemic Awareness Segment and blend phonemes Change phonemes Segment and blend syllables Phonics Consonant patterns <i>kn, wr</i> Vowel digraphs <i>ie, igh</i> Writing Trait: Sentences Writing Mini-Lesson: Realistic story Conventions: Adjectives for what kind High Frequency Words	Reading Literature 1, 2, 3, 4, Reading Foundational 2.b, 2.c, 2.d, 3, 3.a, 3.b, 3.c, 3.e, 4.b Writing 1, 2, 3, 5 Language 1.b, 1.f, 1.h, 1.j, 2, 2.d, 3.g, 4.b, 5.c, 5.d Speaking Listening 1, 1.a, .4 Reading Informational 2, 7		
4.5	Peter’s Chair Supplemental text and Resources (teacher discretion)	Theme Story structure	Fluency Appropriate phrasing Phonemic Awareness Segment and blend phonemes Change phonemes Segment and blend syllables Phonics Vowel digraphs <i>ue, ew, ui</i> Compound words Writing Trait: Conventions Writing Mini-Lesson: Thank- you note Conventions: Adjectives for how many and articles High Frequency Words	Reading Literature 1, 2, 3, 4, Reading Foundational 2.b, 2.c, 2.d, 3, 3.a, 3.b, 3.c, 3.e, 4.b Writing 1, 2, 3, 5 Language 1.b, 1.f, 1.h, 1.j, 2, 2.d, 3.g, 4.b, 5.c, 5.d Speaking Listening 1, 1.a, .4 Reading Informational 2, 7		
4.6	Henry and Mudge and Mrs. Hopper’s House Supplemental text and Resources (teacher discretion)	Cause and effect Predict and set purpose	Fluency Expression and intonation Phonemic Awareness Segment and blend two-syllable words Segment and blend phonemes Change phonemes	Reading Literature 1, 2, 3, 4, Reading Foundational 2.b, 2.c, 2.d, 3, 3.a, 3.b, 3.c, 3.e, 4.b Writing		

				1, 2, 3, 5 Language		
--	--	--	--	----------------------------------	--	--

			<p>Phonics Vowel sounds in <i>moon</i>: oo</p> <p>Writing Trait: Organization Writing Mini-Lesson: Directions Conventions: Adjectives that compare High Frequency Words</p>	<p>1.b, 1.f, 1.h, 1.j, 2, 2.d, 3.g, 4.b, 5.c, 5.d</p> <p>Speaking Listening 1, 1.a, .4</p> <p>Reading Informational 2, 7</p>		
--	--	--	--	--	--	--

Unit 5

NOTE** Unit foundation is Reading Street 2013 and Guided English Language Arts Instruction. Although Reading Street provides: Anchor texts, paired text selection, and leveled reader selections, it is expected that additional supplies and resources to support English Language Arts instruction will be infused to support the goals and philosophy as stated in the curriculum overview.

***Optional Materials and Instructional Resources:**
 Fountas and Pinnell, Wilson

Pacing: 6 – 7 Weeks (approx. 1 week per unit)

Interdisciplinary Connections: Social Studies, Science, Visual and Performing Arts

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Read a short report model text.
- Write a short report of their own.
- Use information from a text to understand pronouns and adverbs in a sentence.

Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/ or attitudes that were learned into one or more of the following...

- Students will create a short report writing task.

Formative Assessment Tasks:

Words I write book, comprehension tests, phonics test, fresh reads, spelling tests and sentences, Unit tests, dictated sentences, retell cards, fluency, group work, worksheets, projects, discussions, question and answer, quizzes, teacher observation, student homework, student journals

NJ CCCS 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP 1, 2, 4, 6, 8, 11
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.4.A.1, 9.2.4.A.2

NJCCSS Technology

- **8.1 Educational Technology**
 - 8.1.2.A.2, 8.1.2.A.4, 8.1.P.B.1, 8.1.2.D.1, 8.1.2.E.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.2.B.1

Unit	Main Selection	Comprehension Skill	Foundational Skills	CCSS:	Essential Questions:	Enduring Understanding
------	----------------	---------------------	---------------------	-------	----------------------	------------------------

5.1	Tippy-Toe Chick, Go!	Character, setting and plot Monitor and clarify	Fluency Accuracy, rate and expression Phonemic Awareness Segment and blend	Reading Literature 1, 2, 3 Reading Foundational 2.b, 2.c, 2.d, 3, 3.c, 3.e, 4.b		
-----	-------------------------	--	--	--	--	--

			<p>phonemes Remove phonemes</p> <p>Phonics Final syllable, <i>-le</i> Diphthongs <i>ow, ou</i></p> <p>Writing Trait: Voice Writing Mini-Lesson: Animal fantasy Conventions: Imperative sentences</p> <p>High Frequency Words</p>	<p>Writing 1, 2, 3, 5</p> <p>Language 1, 1.d, 1.i, 1.j, 2.d, 4.b, 5.c</p> <p>Speaking Listening 1.a, 2</p> <p>Reading Informational 2, 3, 5, 7</p>		
5.2	<p>Mole and Baby Bird</p> <p>Supplemental text and Resources (teacher discretion)</p>	<p>Draw conclusions Background knowledge</p>	<p>Fluency Accuracy, rate, expression, and appropriate phrasing</p> <p>Phonemic Awareness Segment and blend phonemes Create words Remove phonemes</p> <p>Phonics Syllables V/CV, VC/V Vowel patterns <i>ow, ou</i></p> <p>Writing Trait: Voice Writing Mini-Lesson: Letter to a character Conventions: Pronouns</p> <p>High Frequency Words</p>	<p>Reading Literature 1, 2, 3</p> <p>Reading Foundational 2.b, 2.c, 2.d, 3, 3.c, 3.e, 4.b</p> <p>Writing 1, 2, 3, 5</p> <p>Language 1, 1.d, 1.i, 1.j, 2.d, 4.b, 5.c</p> <p>Speaking Listening 1.a, 2</p> <p>Reading Informational 2, 3, 5, 7</p>		

<p>5.3</p>	<p>Dot & Jabber Supplemental text and Resources</p>	<p>Compare and contrast Expression and intonation</p>	<p>Fluency Expression and intonation Phonemic Awareness Isolate medial phonemes Segment and blend phonemes Add final phonemes Phonics Adding endings Vowel sound in <i>foot:oo</i> Writing Trait: Word choice Writing Mini-Lesson:</p>	<p>Reading Literature 1, 2, 3 Reading Foundational 2.b, 2.c, 2.d, 3, 3.c, 3.e 4.b Writing 1, 2, 3, 5 Language 1, 1.d, 1.i, 1.j, 2.d, 4.b, 5.c Speaking Listening 1.a, 2 Reading Informational 2, 3, 5, 7</p>		
------------	--	---	--	--	--	--

			<p>Questions Conventions: Pronouns <i>I</i> and <i>Me</i> High Frequency Words</p>		
5.4	<p>Simple Machines</p> <p>Supplemental text and Resources (teacher discretion)</p>	<p>Main idea and details Summarize</p>	<p>Fluency Appropriate phrasing Phonemic Awareness Segment and blend phonemes Create words Change phonemes Phonics Suffixes <i>-er, -or</i> Diphthongs <i>oi, oy</i> Writing Trait: Focus/Ideas Writing Mini-Lesson: Advertisement Conventions: More about pronouns High Frequency Words</p>	<p>Reading Literature 1, 2, 3 Reading Foundational 2.b, 2.c, 2.d, 3, 3.c, 3.e, 4.b Writing 1, 2, 3, 5 Language 1, 1.d, 1.i, 1.j, 2.d, 4.b, 5.c Speaking Listening 1.a, 2 Reading Informational 2, 3, 5, 7</p>	
5.5	<p>Alexander Graham Bell: A Great Inventor</p> <p>Supplemental text and Resources</p>	<p>Sequence Text structure</p>	<p>Fluency Expression and intonation Phonemic Awareness Segment and blend phonemes Segment and blend</p>	<p>Reading Literature 1, 2, 3 Reading Foundational 2.b, 2.c, 2.d, 3, 3.c, 3.e, 4.b Writing 1, 2, 3, 5 Language 1, 1.d, 1.i, 1.j, 2.d, 4.b, 5.c Speaking Listening 1.a, 2 Reading Informational 2, 3, 5, 7</p>	

5.6	A Stone Garden Supplemental text and Resources (teacher discretion)	Theme Inferring	Fluency Appropriate phrasing Phonemic Awareness Segment and blend phonemes Rhyming words Remove phonemes Phonics Long o: o, Long i: <i>i</i>	Reading Literature 1, 2, 3 Reading Foundational 2.b, 2.c, 2.d, 3, 3.c, 3.e, 4.b Writing 1, 2, 3, 5 Language 1, 1.d, 1.i, 1.j, 2.d, 4.b,		
			Prefix un-, re- Writing Trait: Conventions Writing Mini-Lesson: Poem Conventions: prepositions and prepositional phrases High Frequency Words	5.c Speaking Listening 1.a, 2 Reading Informational 2, 3, 5, 7		

New Jersey Student Learning Standards for English Language Arts 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

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.1.4. (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)

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.

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*).

