

***Dumont Public Schools  
Dumont, New Jersey***

# **ENGLISH LANGUAGE ARTS (ELA) GRADE 1 CURRICULUM MAP**

***\*REVISED June 2018 by ELA Curriculum Committee***

***Aligned to the New Jersey Student Learning Standards***

**Born Date: August 24, 2017**

**B.O.E. Adopted August 23, 2018**

# First Grade ELA Curriculum Map

## **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 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.R10. - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

## **Anchor Standards: Writing**

### **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.

## **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.

## **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.

# Unit R: My World

## Month: September (3 weeks/ 15 days)

\*\*Unit R's weekly lessons are condensed to only cover Reading Street's Week 3 and Week 6

### UNIT R OVERVIEW:

This unit focuses on the students' surroundings, in many aspects of their lives, to help them identify and understand the differences between fiction (fantasy) and non-fiction (realism) literature.

### UNIT R FOCUS QUESTION:

What is all around me?

### Anchor Standards:

NJSLSA.R1, NJSLSA.R2, NJSLSA.W4, NJSLSA.SL2, NJSLSA.SL3, NJSLSA.L1, NJSLSA.L2, NJSLSA.L3, NJSLSA.L5

### READING STREET WEEK 3 (2 weeks)

*(Tip and Tam)*

### QUESTION OF THE WEEK

What is outside our door?

### STANDARDS TO TEACH

- Reading  
RL1.3 – Describe characters, settings and major events in a story using key details
- Language  
L1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L1.1c – Use singular and plural nouns with matching verbs in basic sentences  
L1.1e - Use verbs to convey a sense of past, present, and future  
L1.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  
L1.5c – Identify real-life connections between words and their use.
- Foundational Skills  
RF1.2 – Demonstrate understanding of spoken words, syllables and sounds (phonemes).  
RF1.2c – Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3b - Decode regularly spelled one-syllable words.  
RF1.3g – Recognize and read grade-appropriate irregularly spelled words.
- Speaking and Listening  
SL1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

## READING STREET WEEK 3

(Tip and Tam)

### TEXT-BASED COMPREHENSION SKILLS

Plot  
Story Structure

### ORAL VOCABULARY (Amazing Words)

active	lawn
pavement	newspaper
puddle	banner
overflowing	patio

### HIGH FREQUENCY WORDS (word wall words)

do  
yellow  
look  
you  
was

### PHONEMIC AWARENESS

Isolating Initial, Medial and Final Phonemes  
Identify Syllables  
Segmenting and Blending Phonemes

### PHONICS (spelling)

Consonants: f, b, g,  
Short vowel: i

### WRITING

Using verbs in sentences

### COVENTIONS (grammar)

Verbs

### SPEAKING AND LISTENING

Restate Instructions

### SUGGESTED READ ALOUDS AND COMMON TEXTS

*Lola Loves Stories* by Anna McQuinn (common text) – Realistic Fiction (DRA -16/J)  
*The Best Place to Read* by D. Bertram and S. Bloom (read aloud) - Realistic Fiction  
*Piggy and Dad* box set by David Martin (Common Texts) – Characters/Setting/Plot  
*Brand New Readers* boxed set (Common Texts) – Characters/Setting/ Plot

**READING STREET Unit R WEEK 6 (2 weeks)**

*(Farmer's Market)*

**QUESTIONS OF THE WEEK**

What can we see around our neighborhood?

**STANDARDS TO TEACH**

- Reading  
RL1.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
  
- Language  
L1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L1.1j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  
L1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
L1.2b - Use end punctuation for sentences.  
L1.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  
L1.5c – Identify real-life connections between words and their use.
  
- Foundational Skills  
RF1.2 – Demonstrate understanding of spoken words, syllables and sounds (phonemes).  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.2c – Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3g – Recognize and read grade-appropriate irregularly spelled words.
  
- Speaking and Listening  
SL1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly  
SL1.6 - Produce complete sentences when appropriate to task and situation.



## READING STREET Unit R WEEK 6

(*Farmer's Market*)

### TEXT-BASED COMPREHENSION SKILLS

Realism and Fantasy  
Background Knowledge

### ORAL VOCABULARY (Amazing Words)

bargain	browse
bustling	library
fact	cost
customer	scale

### HIGH FREQUENCY WORDS (word wall words)

for  
me  
go  
where  
here

### PHONEMIC AWARENESS

Isolating Initial, Medial and Final Phonemes  
Segmenting and Blending Phonemes  
Count Phonemes

### PHONICS (spelling)

Consonants: v, y, z, q, qu  
Short vowel: u

### WRITING

Sentences with Nouns, Verbs and Adjectives

### COVENTIONS (grammar)

Sentences

### SPEAKING AND LISTENING

Relate an Experience in Sequence

### SUGGESTED READ ALOUDS AND COMMON TEXTS

*The Best Teacher Ever* by Mercer Mayer (Common Text) – Characters/Setting/Plot (DRA -16/J)  
*Just Me in the Tub* by Mercer Mayer (Read Aloud) – Characters/Setting/Plot (DRA-16/J)

# Unit R

**Content/Area: English Language Arts**  
**Grade Level: 1 (15 days)**

## Pacing Guide

- **Unit R (15 days)**

## Instructional Materials

- (Textbooks, Classroom Resources, Digital Tools)
- Pearson Reading Street series materials
- See guide for additional materials

## Suggested strategies for English as a Second Language (ESL) student\*(See Teacher's Resources for More Strategies)

- Consultation with ESL staff
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Shorten reading assignments
- On tests/quizzes: when appropriate, depending on language proficiency, have students use the textbook and indicate the page number where answer is found
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

**Suggested strategies for Special Education students/ 504 students**

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Fresh Reads Workbook/Online Access
- Graphic Organizers
- Decodable Readers (Phonics)

**Suggested Strategies for At Risk students\*(See Teacher’s Resources for More Strategies)**

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes

**Suggested Strategies for Gifted and Talented students\*(See Teacher’s Resources for More Strategies)**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

**Inclusion of Interdisciplinary Connections:**

**NJSLS for Social Studies 6.1.4.A.1** Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

**Inclusion of 21<sup>st</sup> century themes and skills**

**Career Ready Practices**

CRP4

9.1.4.G.1- Personal Financial -Insuring and Protecting

**Unit R Technology Standards:**

**8.1 Educational Technology**  
**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming**

**Unit R Assessments:**

**Weekly Reading Street tests**  
**Weekly Phonics dictation**  
**Sight Word recognition**  
**DRA**  
**Dibels**

**NJSLS 8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

# First Grade ELA Curriculum Map

## Unit 1: Animals Tame and Wild

Month: September/October/November 6 Weeks/ 30 days

### UNIT 1 OVERVIEW:

This unit focuses on character, setting and plot for the purpose of retelling and identifying the main idea. Animals are appearing in different forms of literature such as: fantasy, realistic fiction, fables, literary non-fiction and non-fiction articles.

### UNIT 1 FOCUS QUESTION:

How are people and animals important to one another?

### Anchor Standards:

NJSLSA.R2, NJSLSA.R3, NJSLSA.L1, NJSLSA.L2, NJSLSA.L3, NJSLSA.L5, NJSLSA.SL1, NJSLSA.SL3, NJSLSA.W4, NJSLSA.W5

### READING STREET Unit 1 Week 1

### QUESTION OF THE WEEK

What do pets need?

### STANDARDS TO TEACH

- Reading  
RL1.3 – Describe characters, settings and major events in a story using key details
- Language  
L1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
L1.2b - Use end punctuation for sentences.  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
L1.2e - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions  
L1.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3a - Know the spelling-sound correspondences for common consonant digraphs.  
RF1.3b - Decode regularly spelled one-syllable words.  
RF1.3g – Recognize and read grade-appropriate irregularly spelled words.  
RF1.4 - Read with sufficient accuracy and fluency to support comprehension.
- Speaking and Listening  
SL1.1 - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

SL1.1c - Ask questions to clear up any confusion about the topics and texts under discussion.

- Writing

W1.3 - 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.

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

**READING STREET WEEKS Unit 1 Week 1 (con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Character and Setting

Monitor and Clarify

**FLUENCY**

Accuracy

**ORAL VOCABULARY (Amazing Words)**

needs	tickle
responsibility	faithful
shelter	fetch
cuddle	heel

**HIGH FREQUENCY WORDS (word wall words)**

come	on
in	way
my	

**PHONEMIC AWARENESS**

Distinguish /a/

Segment and Count Phonemes

Rhyming Words

**PHONICS (spelling)**

Vowel: Short a

Consonant Pattern: ck

Spelling Words of the week:

can	cat	back
dad	am	bat
mad	ran	sack
at		

**WRITING**

Trait: Voice

Mini-Lesson: Story

**Unit 1 Week 1  
Academic Vocabulary**

character  
setting  
monitor  
clarify  
accuracy

## **COVENTIONS (grammar)**

Sentences

## **LISTENING AND SPEAKING**

Asking Questions

## **SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Biscuit Takes a Walk* by Alyssa Capucilli (Common Text) – Summarizing / Realistic Fiction (DRA-10/F)

*Brand New Readers* box set (Common Text) – Monitor and Clarify

## **READING STREET Unit 1 Week 2**

## **QUESTION OF THE WEEK**

Who Helps Animals?

## **STANDARDS TO TEACH**

- Reading  
RL1.3 – Describe characters, settings and major events in a story using key details
- Language  
L1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L1.1j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  
L1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
L1.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.2d - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3b - Decode regularly spelled one-syllable words.  
RF1.3g – Recognize and read grade-appropriate irregularly spelled words.  
RF1.4 - Read with sufficient accuracy and fluency to support comprehension.  
RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Speaking and Listening  
SL1.1 - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- Writing  
W1.3 - 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.  
W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers,

and add details to strengthen writing as needed.

## READING STREET WEEKS Unit 1 Week 2 (con't)

### TEXT-BASED COMPREHENSION SKILLS

Plot  
Summarize

### FLUENCY

Accuracy

### ORAL VOCABULARY (Amazing Words)

career	service
tool	scrub
sloppy	exercise
comfort	search

### HIGH FREQUENCY WORDS (word wall words)

she  
up  
take  
what

### PHONEMIC AWARENESS

Distinguish /i/  
Segment and Blend Phonemes  
Segment and Count Phonemes

### PHONICS (spelling)

Vowel: Short i

Consonant Pattern: x

Spelling Words of the week: six lip in  
wig it did  
mix sit pin  
fix

### WRITING

Trait: Conventions  
Mini-Lesson: Fantasy Story

### COVENTIONS (grammar)

Subjects of Sentences

### LISTENING AND SPEAKING

Share Information and Ideas

### Unit 1 Week 2 Academic Vocabulary

summarize  
plot

## **SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Don't Let the Pigeon Drive the Bus* by Mo Willems (Common Text) Animal Fantasy (DRA-16/J)  
*There's a Bird on Your Head* by Mo Willems (Read Aloud) Animal Fantasy (DRA- 12/G)

### **READING STREET Unit 1 Week 3**

#### **QUESTION OF THE WEEK**

How do animals help people?

#### **STANDARDS TO TEACH**

- Reading
  - RL1.3 – Describe characters, settings and major events in a story using key details
  - RL1.7 - Use illustrations and details in a story to describe its characters, setting, or events.
  
- Language
  - L1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L1.1j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
  - L1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - L1.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - L1.5c - Identify real-life connections between words and their use
  
- Foundational Skills
  - RF1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
  - RF1.3b - Decode regularly spelled one-syllable words.
  - RF1.3g – Recognize and read grade-appropriate irregularly spelled words.
  - RF1.4 - Read with sufficient accuracy and fluency to support comprehension.
  - RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
  
- Speaking and Listening
  - SL1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
  
- Writing
  - W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.



**READING STREET WEEKS Unit 1 Week 3 (con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Character and Setting

Visualize

**FLUENCY**

Rate

**ORAL VOCABULARY (Amazing Words)**

past                    present  
produce                transportation  
danger                serve  
snuggle               enormous  
powerful

**Unit 1 Week 3  
Academic Vocabulary**

visualize  
predicts

**HIGH FREQUENCY WORDS (word wall words)**

blue                    little  
help                    get  
from                    use

**PHONEMIC AWARENESS**

Distinguish /o/

Segment and Blend Phonemes

Segment and Count Phonemes

**PHONICS (spelling)**

Vowel: Short o

Consonant Pattern: Plural s and s

Spelling Words of the week:    hot            hop            pot  
    pop            ox            lock  
    mop            got            rock  
    mom

**WRITING**

Trait: Sentences

Mini-Lesson: Short Poem

**COVENTIONS (grammar)**

Predicates of Sentences

**LISTENING AND SPEAKING**

Give Introductions

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Brand New Readers* box set (Common Text) – Visualize

## READING STREET Unit 1 Week 4

### QUESTION OF THE WEEK

How do wild animals take care of their babies?

### STANDARDS TO TEACH

- Reading  
RI.1.2 - Identify the main topic and retell key details of a text.
- Language  
L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L.1.1j - 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.  
L.1.2b - Use end punctuation for sentences.  
L.1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
L.1.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  
L.1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF.1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
RF.1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.1.3f - Read words with inflectional endings.  
RF.1.3g – Recognize and read grade-appropriate irregularly spelled words.  
RF.1.4 - Read with sufficient accuracy and fluency to support comprehension.  
RF.1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Speaking and Listening  
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.  
SL.1.1b – Build on others’ talk in conversations by responding to the comments of others through multiple exchanges
- Writing  
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.

**READING STREET WEEKS Unit 1 Week 4 (con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Main Idea and Details

Important Ideas

**FLUENCY**

Accuracy and Rate

**ORAL VOCABULARY (Amazing Words)**

observe	parent
wild	canopy
screech	million
reserve	native

**Unit 1 Week 4  
Academic Vocabulary**

declarative sentences  
central idea (main idea)  
details

**HIGH FREQUENCY WORDS (word wall words)**

eat	this
her	four
five	too

**PHONEMIC AWARENESS**

Segment and Blend Phonemes

Count Syllables

Segment and Blend Onset and Rime

**PHONICS (spelling)**

Inflected Endings: -s and -ing

<u>Spelling Words of the week:</u>	sit	sits	win
	wins	fit	fits
	hit	hits	nap
	naps		

**WRITING**

Trait: Voice

Mini-Lesson: Personal Narrative

**COVENTIONS (grammar)**

Declarative Sentences

**LISTENING AND SPEAKING**

Share Information and Ideas

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Little Bear* – (Common Text) – Fiction – Animals and their babies (DRA-J/16)

*The Busy Tree* – (Common Text) – Voice – tree speaks as the narrator (DRA-K/18)

## READING STREET Unit 1 Week 5

### QUESTION OF THE WEEK

Which wild animals live in our neighborhood?

### STANDARDS TO TEACH

- Reading
  - RL1.1 – Ask and answer questions about key details in a text
  - RL1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Language
  - L1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L1.1j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
  - L1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - L1.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - L1.5c - Identify real-life connections between words and their use
- Foundational Skills
  - RF1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - RF1.2d – Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
  - RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
  - RF1.3b – Decode regularly spelled one-syllable words
  - RF1.3g – Recognize and read grade-appropriate irregularly spelled words.
  - RF1.4 - Read with sufficient accuracy and fluency to support comprehension.
  - RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Speaking and Listening
  - SL1.4 – Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- Writing
  - W1.3 - 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.
  - W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**READING STREET WEEKS Unit 1 Week 5 (con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Main Idea and Details  
Story Structure

**FLUENCY**

Appropriate Phrasing

**ORAL VOCABULARY (Amazing Words)**

habitat	hatch
survive	chirp
croak	moist

**Unit 1 Week 5  
Academic Vocabulary**

interrogative sentences

**HIGH FREQUENCY WORDS (word wall words)**

saw  
tree  
small  
your

**PHONEMIC AWARENESS**

Distinguish /e/  
Segment and Blend Phonemes  
Segment and Blend Onset and Rime

**PHONICS (spelling)**

Vowel: short e

Initial Consonant Blends

Spelling Words of the week:    men        red        step  
  ten        net        leg  
  jet        sled        wet  
  bed

**WRITING**

Trait: Organization  
Mini-Lesson: Realistic Story

**COVENTIONS (grammar)**

Interrogative Sentences

**LISTENING AND SPEAKING**

Give Descriptions

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Chickens Aren't the Only Ones* – (read aloud) Non-Fiction – animals and their babies (DRA-L/20)  
*Frogs* – by Gail Gibbons – (read aloud) Non-Fiction – animals and their babies (DRA- N/30)

## READING STREET Unit 1 Week 6

### QUESTION OF THE WEEK

What can we learn about animals by watching them?

### STANDARDS TO TEACH

- Reading

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

RI.1.8 - Identify the reasons an author gives to support points in a text.

- Language

L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1j - 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.

L.1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.5 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5c - Identify real-life connections between words and their use

- Foundational Skills

RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2d - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

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

RF.1.3b - Decode regularly spelled one-syllable words

RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.

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

RF.1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

- Speaking and Listening

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.

SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges

- Writing

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.

## READING STREET WEEKS Unit 1 Week 6 (con't)

### TEXT-BASED COMPREHENSION SKILLS

Cause and Effect  
Text Structure

### FLUENCY

Appropriate Phrasing

### ORAL VOCABULARY (Amazing Words)

dessert	forest
world	chatter
silent	snort
medicine	poisonous

### Unit 1 Week 6 Academic Vocabulary

cause and effect  
exclamatory sentences  
text structure

### HIGH FREQUENCY WORDS (word wall words)

home  
into  
many  
them

### PHONEMIC AWARENESS

Distinguish /u/  
Segment and Blend Phonemes  
Segment and Blend Onset and Rime

### PHONICS (spelling)

Vowel: short u

Final Consonant Blends

Spelling Words of the week:

crust	bump	jump
must	just	dust
trust	dusk	hunt
lump		

### WRITING

Trait: Focus/Ideas  
Mini-Lesson: Brief Compositions

### COVENTIONS (grammar)

Exclamatory Sentences

### LISTENING AND SPEAKING

Give Directions

### SUGGESTED READ ALOUDS AND COMMON TEXTS

*Milk to Ice Cream* by Inez Snyder – (Common Text) – Non-Fiction Giving directions / How to

# Unit 1

**Content/Area: English Language Arts**  
**Grade Level: 1(30 days)**

## **Pacing Guide**

- **Unit 1 (30 days)**

## **Instructional Materials**

- (Textbooks, Classroom Resources, Digital Tools)
- Pearson Reading Street series materials
- See guide for additional materials

## **Suggested strategies for English as a Second Language (ESL) student\*(See Teacher's Resources for More Strategies)**

- Consultation with ESL staff
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Shorten reading assignments
- On tests/quizzes: when appropriate, depending on language proficiency, have students use the textbook and indicate the page number where answer is found
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance



**Suggested strategies for Special Education students/ 504 students**

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Fresh Reads Workbook/Online Access
- Graphic Organizers
- Decodable Readers (Phonics)

**Suggested Strategies for At Risk students\*(See Teacher’s Resources for More Strategies)**

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes

**Suggested Strategies for Gifted and Talented students\*(See Teacher’s Resources for More Strategies)**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

**Inclusion of Interdisciplinary Connections**

NJSLS for Science 1-LS1 -From Molecules to Organisms: Structures and Processes

**Inclusion of 21<sup>st</sup> century themes and skills**

**Career Ready Practices**

CRP1

CRP5

Money Management

9.1.4.B.1

9.1.4.B.5

Income and Careers

9.1.4.A.3

**Unit 1 Technology Standards:**

8.1 Educational Technology

**Unit 1 Assessments:**

Weekly Reading Street tests

Weekly Phonics dictation

Sight Word recognition

DRA/Dibe

**NJSLS 8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

# First Grade ELA Curriculum Map

## Unit 2: Communities

Month: November/December/January 6 Weeks/ 30 days

### UNIT 2 OVERVIEW:

This unit focuses on sequencing, predicting, and setting purpose within themes of sharing, cooperation, problem solving and citizenship.

### UNIT 2 FOCUS QUESTION:

What is a community?

### Anchor Standards:

NJSLSA.R1, NJSLSA.R2, NJSLSA.L1, NJSLSA.L2, NJSLSA.L3, NJSLSA.L5, NJSLSA.W4, NJSLSA.W5, NJSLSA.SL4

### READING STREET Unit 2 Week 1

### QUESTION OF THE WEEK

What does a family do together?

### STANDARDS TO TEACH

- Reading  
RL1.3 – Describe characters, settings and major events in a story using key details
- Language  
L 1.1b- Use common, proper, and possessive nouns  
L1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
L1.2b - Use end punctuation for sentences.  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3a - Know the spelling-sound correspondences for common consonant digraphs.  
RF1.3g – Recognize and read grade-appropriate irregularly spelled words.  
RF1.4 - Read with sufficient accuracy and fluency to support comprehension.
- Speaking and Listening  
SL1.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Writing  
W1.2- Write informative/explanatory texts which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Social Studies

S.S.6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

## READING STREET WEEKS Unit 2 Week 1 (con't)

### TEXT-BASED COMPREHENSION SKILLS

Sequence  
Predict and Set Purpose

### FLUENCY

Accuracy and Appropriate Rate

### ORAL VOCABULARY (Amazing Words)

chore	household
cooperation	rule
commute	subway
downtown	display

### HIGH FREQUENCY WORDS (word wall words)

catch	good	no
put	said	want

### PHONEMIC AWARENESS

Segment and Blend Phonemes  
Create Words  
Segment and Blend Words

### PHONICS (spelling)

Vowel: sound in ball: a, ai

Consonant Digraphs: sh, th

Spelling Words of the week:

fish	then	shut
with	rush	shell
shop	trash	thin
ship		

### Unit 2 Week 1 Academic Vocabulary

sequence  
predict and set purpose  
common nouns

## WRITING

Trait: Organization

Mini-Lesson: Friendly Letter

## COVENTIONS (grammar)

Common nouns

## LISTENING AND SPEAKING

Relate an Experience in Sequence

## SUGGESTED READ ALOUDS AND COMMON TEXTS

*Thanks for Thanksgiving* - Sequencing (DRA-K/18)

*The Pilgrim's First Thanksgiving* – Non-Fiction (DRA- N/30)

## READING STREET Unit 2 Week 2

### Unit 2 Week 2 Academic Vocabulary

cause and effect  
clarify

## QUESTION OF THE WEEK

How is a school a community?

## STANDARDS TO TEACH

- Reading  
RL1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Language  
L1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L1.1b- Use common, proper, and possessive nouns  
L1.1j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2a – Distinguish from long and short vowels in spoken single-syllable words  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3b - Decode regularly spelled one-syllable words.  
RF1.3c –know final –e and common vowel team conventions for representing long vowel sounds  
RF1.3g- Recognize and read grade-appropriate irregularly spelled words  
RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Speaking and Listening  
SL1.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Writing

W1.2- write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

- Social Studies

S.S.6.3- Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**READING STREET WEEKS Unit 2 Week 2 (con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Cause and Effect  
Monitor and Clarify

**FLUENCY**

Appropriate and Phrasing

**ORAL VOCABULARY (Amazing Words)**

group	respect
share	aquarium
borrow	lines
rehearsal	soothe

**HIGH FREQUENCY WORDS (word wall words)**

Be	horse
of	old
could	paper

**PHONEMIC AWARENESS**

Distinguish between long a and /a/  
Segment and Blend Phonemes  
Rhyming Words

**PHONICS (spelling)**

Vowel: Long a, a\_e

Consonant Pattern: c/s/, g/j/

Spelling Words of the week:

face	made	age
safe	make	take
cage	cake	late
name		

**WRITING**

Trait: Sentences  
Mini-Lesson: Brief Composition

## COVENTIONS (grammar)

Proper Nouns

## LISTENING AND SPEAKING

Share Information and Ideas

## SUGGESTED READ ALOUDS AND COMMON TEXTS

*Are You a Horse?*- Comparing/Contrasting (DRA-n/a)

*If You Take a Mouse to the Movies* by Laura Joffe Numeroff – Cause and Effect (DRA-K/18)

### READING STREET Unit 2 Week 3

## QUESTION OF THE WEEK

Who works here?

## STANDARDS TO TEACH

- Reading
  - RL1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson
  - RL1.5 – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Language
  - L1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
  - L1.2a- Capitalize dates and names of people
  - L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - L1.5c - Identify real-life connections between words and their use
- Foundational Skills
  - RF1.2a -Distinguish long from short vowel sounds in spoken single-syllable words.
  - RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - RF1.3a- Know the spelling-sound correspondences for common consonant digraphs.
  - RF1.3b - Decode regularly spelled one-syllable words.
  - RF1.3c- Know final -e and common vowel team conventions for representing long vowel sounds.
  - RF1.3g – Recognize and read grade-appropriate irregularly spelled words.
  - RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Speaking and Listening
  - SL1.1 - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- Writing
  - 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.
- Social Studies
  - S.S.6.3- Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

## READING STREET WEEKS Unit 2 Week 3 (con't)

### TEXT-BASED COMPREHENSION SKILLS

Author's Purpose  
Important Ideas

### FLUENCY

Appropriate Phrasing

### ORAL VOCABULARY (Amazing Words)

citizen            leader  
law                headquarters  
branch            earn  
patrol  
community

### Unit 2 Week 3 Academic Vocabulary

author's purpose  
important details

### HIGH FREQUENCY WORDS (word wall words)

live                who  
out                work  
people

### PHONEMIC AWARENESS

Distinguish Between Long *I* and /i/  
Segment and Blend Phonemes  
Create Words

### PHONICS (spelling)

Vowel: i\_e

Consonant Digraphs: wh,ch,tch,ph

Spelling Words of the week:    like        ride        smile  
   time        white     bike  
   dime        hide        ice  
   kite

### WRITING

Trait: Conventions  
Mini-Lesson: Explanation

### COVENTIONS (grammar)

Special titles

### LISTENING AND SPEAKING

Give Introductions

### SUGGESTED READ ALOUDS AND COMMON TEXTS

*I Like Myself* by Karen Beaumont – self-esteem/citizenship (DRA-K/18)

## READING STREET Unit 2 Week 4

### QUESTION OF THE WEEK

How do animal communities work together to survive?

### STANDARDS TO TEACH

- Reading  
RI1.3- Describe characters, settings, and major events in a story, using key details.
- Language  
L1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2a- Distinguish long from short vowel sounds in spoken single-syllable words.  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.2d - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3b- Decode regularly spelled one-syllable words.  
RF1.3c- Know final -e and common vowel team conventions for representing long vowel sounds.  
RF1.3g – Recognize and read grade-appropriate irregularly spelled words.  
RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Speaking and Listening  
SL1.1a – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)
- Writing  
W1.3 - 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.



**READING STREET WEEKS Unit 2 Week 4 (con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Sequence  
Inferring

**FLUENCY**

Accuracy and Rate

**ORAL VOCABULARY (Amazing Words)**

enemy	holler
crater	bluff
protect	boisterous
swamp	extinct

**Unit 2 Week 4  
Academic Vocabulary**

inferring  
proper nouns

**HIGH FREQUENCY WORDS (word wall words)**

down            inside  
now            there  
together

**PHONEMIC AWARENESS**

Distinguish Between Long o and /o/  
Segment and Blend Phonemes  
Create Words

**PHONICS (spelling)**

Vowels- long o, o\_e

Contractions

Spelling Words of the week:

home	hope	rose
woke	those	bone
hose	joke	rode
stone		

**WRITING**

Trait: Organization  
Mini-Lesson: Poem

**COVENTIONS (grammar)**

Proper Nouns, Days, Months, Holidays

**LISTENING AND SPEAKING**

Informal Conversations

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Swim Swim* by Lerch – Comparing (Compare with language in *Are You a Horse?*) Animals working/playing together (DRA-16/J)

**QUESTION OF THE WEEK**

How are plants and animal communities important to each other?

**STANDARDS TO TEACH**

- Reading
  - RI 1.2- identify the main topic and retell key details of a text
  - RI 1.8- Identify the reasons an author gives to support points in a text.
  
- Language
  - L1.1b- Use common, proper, and possessive nouns.
  - L1.1c - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)
  - L1.2d- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - L1.5c - Identify real-life connections between words and their use
  
- Foundational Skills
  - RF1.2 a - Distinguish long from short vowel sounds in spoken single-syllable words.
  - RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
  - RF1.3b – Decode regularly spelled one-syllable words
  - RF1.3c- Know final -e and common vowel team conventions for representing long vowel sounds.
  - RF1.3 f- Read words with inflectional endings.
  - RF1.3g- recognize and read grade-appropriate irregularly spelled words.
  - RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
  
- Speaking and Listening
  - SL1.1a- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  
- Writing
  - W1.2- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**READING STREET WEEKS Unit 2 Week 5 (con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Author's Purpose  
Background Knowledge

**FLUENCY**

Appropriate Phrasing

**ORAL VOCABULARY (Amazing Words)**

environment	require
thrive	inhale
slimy	sludge
capture	creature

**Unit 2 Week 5  
Academic Vocabulary**

schema  
singular and plural nouns

**HIGH FREQUENCY WORDS (word wall words)**

around	grow
find	under
food	water

**PHONEMIC AWARENESS**

Distinguish long u and /u/  
Segment and Blend Phonemes

**PHONICS (spelling)**

Vowel: long u, u\_e, long e, e\_e

Inflected Ending -ed

Spelling Words of the week:  
huge      June      rule  
tube      use      cube  
cute      flute      rude  
mule

**WRITING**

Trait: Voice  
Mini-Lesson: Description

**COVENTIONS (grammar)**

Singular and Plural Nouns

**LISTENING AND SPEAKING**

Share Information and Ideas

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Snowmen at Night* by Caralyn Buehner - using background knowledge (DRA-K/18)

*Martin's Big Words* by Doreen Rappaport – Non-Fiction, using background knowledge (DRA-S/40)

## READING STREET Unit 2 Week 6

### QUESTION OF THE WEEK

How is an insect community like a community of people?

### STANDARDS TO TEACH

- Reading  
RI1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text
- Language  
L1.1c- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2a - Distinguish long from short vowel sounds in spoken single-syllable words.  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.2c- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3c- Know final -e and common vowel team conventions for representing long vowel sounds.  
RF1.3d- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  
RF1.3g – Recognize and read grade-appropriate irregularly spelled words.  
RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Speaking and Listening  
SL1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- Writing  
W1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  
W1.5- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Social Studies  
S.S.6.3- Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**READING STREET WEEKS Unit 2 Week 6 (con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Compare and Contrast  
Questioning

**FLUENCY**

Accuracy and Appropriate Rate

**ORAL VOCABULARY (Amazing Words)**

individual	industrious
special	creep
slither	romp
eagerly	wander

**Unit 2 Week 6  
Academic Vocabulary**

compare and contrast  
questioning  
nouns

**HIGH FREQUENCY WORDS (word wall words)**

also	some
other	new
family	their

**PHONEMIC AWARENESS**

Distinguish Between Long e and /e/  
Segment and Blend words

**PHONICS (spelling)**

Vowel: long e, e, and ee

Syllables VC/CV

Spelling Words of the week:

feet	he	see
we	green	me
she	tree	week
be		

**WRITING**

Trait: Focus/Ideas

Mini-Lesson: Expository Paragraph

**COVENTIONS (grammar)**

Nouns in Sentences

**LISTENING AND SPEAKING**

Follow Directions

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Ruby Bridges Goes to School* – by Ruby Bridges – Non-Fiction, Comparing and Contrasting to Martin’s Words (DRA-K/18)

## Unit 2

**Content/Area: English Language Arts**

**Grade Level: 1 (30 days)**

### Pacing Guide

- **Unit 2 (30 days)**

### Instructional Materials

- (Textbooks, Classroom Resources, Digital Tools)
- Pearson Reading Street series materials
- See guide for additional materials

**Suggested strategies for English as a Second Language (ESL) student\***(See Teacher's Resources for More Strategies)

- Consultation with ESL staff
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Shorten reading assignments
- On tests/quizzes: when appropriate, depending on language proficiency, have students use the textbook and indicate the page number where answer is found
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

### **Suggested strategies for Special Education students/ 504 students**

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Fresh Reads Workbook/Online Access
- Graphic Organizers
- Decodable Readers (Phonics)

### **Suggested Strategies for At Risk students\*(See Teacher's Resources for More Strategies)**

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes

### **Suggested Strategies for Gifted and Talented students\*(See Teacher's Resources for More Strategies)**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **Inclusion of Interdisciplinary Connections**

**NJSLS for Social Studies 6.3.4.A.2** Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

### **Inclusion of 21<sup>st</sup> century themes and skills**

#### **Career Ready Practices**

CRP2

CRP4

#### **Income and Careers**

9.1.4.A.1

9.1.4.A.2

9.1.4.A.3

#### **Money Management**

9.1.4.B.5

<p><b>Unit 2 Technology Standards:</b>  <b>8.1 Educational Technology</b>  <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</b></p> <p><b>Unit 2 Assessments:</b>  <b>Weekly Reading Street tests</b>  <b>Weekly Phonics dictation</b>  <b>Sight Word recognition</b>  <b>DRA</b>  <b>Dibels</b></p>	<p><b>NJSLS 8.1.2.A.1</b> Identify the basic features of a digital device and explain its purpose.</p>
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# First Grade ELA Curriculum Map

## Unit 3: Changes

**Month: January/February 6 Weeks/30 days**

<p><b>UNIT 3 OVERVIEW:</b>  This unit focuses on sequencing, comparing and contrasting, and fact vs. opinion. Students will understand that plants, animals, and people change as they grow.</p> <p><b>UNIT 3 FOCUS QUESTION:</b>  What is changing in our world?</p> <p><b>Anchor Standards:</b>  NJLSA.R2, NJLSA.R3, NJLSA.L1, NJLSA.L2, NJLSA.L3, NJLSA.L5, NJLSA.W3, NJLSA.W4, NJLSA.SL2</p>
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### READING STREET Unit 3 Week 1

**QUESTION OF THE WEEK**

How do places change?

**STANDARDS TO TEACH**

- Reading  
RL1.3 – Describe characters, settings and major events in a story using key details
- Language  
L 1.1 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).  
L1.2 d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.



L 1.2 e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  
L1.5c - Identify real-life connections between words and their use

- Foundational Skills

RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.

RF1.3c- Know final -e and common vowel team conventions for representing long vowel sounds.

RF1.3g – Recognize and read grade-appropriate irregularly spelled words.

RF1.4b- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings

- Speaking and Listening

SL1.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

- Writing

W1.3 - 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.

- Social Studies

S.S.6.3- Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### READING STREET WEEKS Unit 3 Week 1 (con't)

#### TEXT-BASED COMPREHENSION SKILLS

Sequence

Summarize

#### FLUENCY

Accuracy and Appropriate Rate

#### ORAL VOCABULARY (Amazing Words)

growth	population
public	shuffle
teeter	crooked
makeshift	spindly

#### HIGH FREQUENCY WORDS (word wall words)

always	become	day
everything	nothing	stays
things		

#### PHONEMIC AWARENESS

Segment and Blend Phonemes

Rhyming Words

Add Initial Phonemes

#### Unit 3 Week 1

#### Academic Vocabulary

sequence

antonyms

**PHONICS (spelling)**

Vowel: sound of y

Syllable Pattern CV

Spelling Words of the week: by try sunny  
handy fly cry  
lucky silly puppy  
my

**WRITING**

Trait: Organization

Mini-Lesson: Realistic Story

**COVENTIONS (grammar)**

Action Verbs

**LISTENING AND SPEAKING**

Relate an Experience in Sequence

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*The Snow Day* by Komako Sakai- Sequencing (DRA n/a)

*Shades of People* by Sheila M. Kelley and S. Rotner – Non-Fiction, Summarizing (DRA-H/14)

**READING STREET Unit 3 Week 2****QUESTION OF THE WEEK**

What do we learn as we grow and change?

**STANDARDS TO TEACH**

- Reading  
RL1.9 Compare and contrast the adventures and experiences of characters in stories.
- Language  
L1.1 c - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)  
L1.1e - 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).  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.3b - Decode regularly spelled one-syllable words.  
RF1.3e - Decode two-syllable words following basic patterns by breaking the words into syllables.  
RF1.3g- Recognize and read grade-appropriate irregularly spelled words  
RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive

readings

- Speaking and Listening

SL1.1 a - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)

- Writing

W1.1- 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.

W1.5- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**READING STREET WEEKS Unit 3 Week 2 (con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Compare and Contrast

Inferring

**FLUENCY**

Appropriate Phrasing

**Unit 3 Week 2  
Academic Vocabulary**

compare and contrast

synonyms

appropriate phrasing

**ORAL VOCABULARY (Amazing Words)**

attempt	event
time line	famous
flatter	correct
lovely	common

**HIGH FREQUENCY WORDS (word wall words)**

any	enough
ever	every
own	sure
were	

**PHONEMIC AWARENESS**

Segment and Blend Phonemes

Add Phonemes

Segment and Blend Syllable

**PHONICS (spelling)**

Compound Words

Consonant Pattern: ng, nk

Spelling Words of the week:

bring	trunk	pink
bank	sang	wing
rink	blank	rang
sunk		

## **WRITING**

Trait: Voice

Mini-Lesson: Comments About a Story

## **COVENTIONS (grammar)**

Verbs that Add –s

## **LISTENING AND SPEAKING**

Share Information and Ideas

## **SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Grumpy Bird* - by Jeremy Tankard – Comparing and Contrasting, Character Feelings (DRA-G/12)

*Harriet's Had Enough* – by Elissa Haden Guest - Comparing and Contrasting, Character Feelings (DRA-n/a)

### **READING STREET Unit 3 Week 3**

## **QUESTION OF THE WEEK**

What can we learn about animals as they grow and change?

## **STANDARDS TO TEACH**

- Reading  
RL1.1 - Ask and answer questions about key details in a text.
- Language  
L1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  
L1.1 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).  
L1.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2b- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
RF1.2d- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  
RF1.3- Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3f- Read words with inflectional endings  
RF1.3g – Recognize and read grade-appropriate irregularly spelled words.  
RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Speaking and Listening  
SL1.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

- Writing  
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.
- Social Studies  
S.S.6.3- Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**READING STREET WEEKS Unit 3 Week 3 (con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Fact and Opinion  
Monitor and Clarify

**FLUENCY**

Appropriate Phrasing

**ORAL VOCABULARY (Amazing Words)**

features      nibble      swoop  
natural      wriggle      crumple  
tumble      mature  
nudges

**HIGH FREQUENCY WORDS (word wall words)**

away      car      friends  
house      our      school  
very

**PHONEMIC AWARENESS**

Segment and Blend Phonemes  
Segment and Blend Syllables  
Add Phonemes

**PHONICS (spelling)**

Vowel: r- Controlled *or, ore*

Ending- *-es*; Plural *-es*

Spelling Words of the week:

fix	fixes	class
classes	wish	wishes
kiss	kisses	bus
busses		

**Unit 3 Week 3  
Academic Vocabulary**

summarize  
fact and opinion  
descriptive words

**WRITING**

Trait: Conventions  
Mini-Lesson: Summary

## **COVENTIONS (grammar)**

Verbs that do not add -s

## **LISTENING AND SPEAKING**

Give Descriptions

## **SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Bread, Bread, Bread* by Anne Morris – Non-Fiction, Fact vs. Opinion (DRA-F/10)

*The Little Red Hen* by Lucinda McQueen – Comparing Fiction/Non-Fiction (DRA- K/18)

## **READING STREET Unit 3 Week 4**

### **QUESTION OF THE WEEK**

What changes happen in a garden?

### **STANDARDS TO TEACH**

- Reading
  - RL1.1- Ask and answer questions about key details in a text.
  - RL1.3- Describe characters, settings, and major events in a story, using key details.
  - RL1.7- Use illustrations and details in a story to describe its characters, setting, or events
  - RL1.10- With prompting and support, read prose and poetry of appropriate complexity for grade 1.
  
- Language
  - L1.1e- 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)
  - L1.1j- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
  - L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - L1.5c - Identify real-life connections between words and their use
  
- Foundational Skills
  - RF1.2c- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
  - RF1.3f- Read words with inflectional endings.
  - RF1.3g – Recognize and read grade-appropriate irregularly spelled words.
  - RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
  
- Speaking and Listening
  - SL1.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
  
- Writing
  - W1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**READING STREET WEEKS Unit 3 Week 4 (con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Author's Purpose  
Visualize

**FLUENCY**

Expression and Intonation

**ORAL VOCABULARY (Amazing Words)**

gardener    nature        sprout  
dim         shade        sprinkling  
destroy     humongous

**HIGH FREQUENCY WORDS (word wall words)**

afraid        again  
few            how  
read          soon

**PHONEMIC AWARENESS**

Isolate Final Phonemes  
Segment and Blend Phonemes  
Add Phonemes

**PHONICS (spelling)**

Vowels- r- Controlled *ar*

Adding Endings

Spelling Words of the week:

plan	planned	help
helped	drop	dropped
call	called	ask
asked		

**WRITING**

Trait: Sentences  
Mini-Lesson: Lists

**COVENTIONS (grammar)**

Verbs for Past and for Future

**LISTENING AND SPEAKING**

Poetry Presentation

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*The Popcorn Book* - by Tommie DePaola – Non-Fiction, Fact vs. Opinion (DRA-30/N)  
*100<sup>th</sup> Day Worries*- by Marjorie Cuyler - Inferring (DRA-L/20)

**Unit 3 Week 4  
Academic Vocabulary**

expression  
author's purpose  
verbs (past and future)  
intonation

## READING STREET Unit 3 Week 5

### QUESTION OF THE WEEK

What changes can be seen in nature?

### STANDARDS TO TEACH

- Reading  
RI 1.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Language  
L1.1e- 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).  
L1.2d- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3g- recognize and read grade-appropriate irregularly spelled words.  
RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Speaking and Listening  
SL1.1a- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Writing  
W1.2- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  
W1.5- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed



**READING STREET WEEKS Unit 3 Week 5 (con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Fact and Opinion  
Text Structure

**FLUENCY**

Expression and Intonation

**Unit 3 Week 5  
Academic Vocabulary**

captions  
pictures  
expression  
intonation

**ORAL VOCABULARY (Amazing Words)**

cycle            develop  
insect          rearrange  
flurries        emerge  
fragile         vessel

**HIGH FREQUENCY WORDS (word wall words)**

done      know  
push      visit  
wait

**PHONEMIC AWARENESS**

Isolate Medial and Final Phonemes  
Add Phonemes  
Segment and Blend Syllable  
Rhyming Words

**PHONICS (spelling)**

Vowel: r-Controlled *er,ir,ur*

Contractions

Spelling Words of the week:

her	first	bird
girl	burn	were
shirt	fur	hurt
sir		

**WRITING**

Trait: Focus/Ideas  
Mini-Lesson: Captions and Pictures

**CONVENTIONS (grammar)**

Verbs *am,is,are,was, and were*

**LISTENING AND SPEAKING**

Share Information and Ideas

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Frogs* by Gail Gibbons – Non-Fiction, Life Cycles (DRA-N/30)

## READING STREET Unit 3 Week 6

### QUESTION OF THE WEEK

What do animals do when the seasons change?

### STANDARDS TO TEACH

- Reading  
RL1.1- Ask and answer questions about key details in a text  
RL1.3- Describe characters, settings, and major events in a story, using key details.
- Language  
L1.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  
L1.1j- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.2c- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
RF1.2d- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3f- Read words with inflectional endings
- Speaking and Listening  
SL1.1a- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  
SL1.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Writing  
W1.3- 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.

**READING STREET WEEKS Unit 3 Week 6 (con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Draw Conclusions  
Background Knowledge

**FLUENCY**

Expression and Intonation

**ORAL VOCABULARY (Amazing Words)**

hibernate            migrate  
temperature        autumn  
freeze                bitterly  
weary

**HIGH FREQUENCY WORDS (word wall words)**

before                oh  
does                  right  
good-bye             won't

**PHONEMIC AWARENESS**

Segment and Blend Words  
Change and Add Phonemes

**PHONICS (spelling)**

Consonant pattern--dge

Comparative Endings- -er,-est

Spelling Words of the week:    faster    fastest    taller  
   tallest    shorter    shortest  
   sadder    saddest    bigger  
   biggest

**WRITING**

Trait: Sentences  
Mini-Lesson: Play scene

**COVENTIONS (grammar)**

Contractions with *not*

**LISTENING AND SPEAKING**

Give Announcements

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Hi Fly Guy* – by Tedd Arnold – Fluency (DRA-I/16)

**Unit 3 Week 6  
Academic Vocabulary**

draw conclusions  
contractions

## Unit 3

**Content/Area: English Language Arts**

**Grade Level: 1 (30 days)**

### Pacing Guide

- Unit 3 (30 days)

### Instructional Materials

- (Textbooks, Classroom Resources, Digital Tools)
- Pearson Reading Street series materials
- See guide for additional materials

### Suggested strategies for English as a Second Language (ESL) student\*(See Teacher's Resources for More Strategies)

- Consultation with ESL staff
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Shorten reading assignments
- On tests/quizzes: when appropriate, depending on language proficiency, have students use the textbook and indicate the page number where answer is found
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

**Suggested strategies for Special Education students/ 504 students**

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Fresh Reads Workbook/Online Access
- Graphic Organizers
- Decodable Readers (Phonics)

**Suggested Strategies for At Risk students\*(See Teacher’s Resources for More Strategies)**

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes

**Suggested Strategies for Gifted and Talented students\*(See Teacher’s Resources for More Strategies)**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

**Inclusion of Interdisciplinary Connections**

NJSLS for Science 1-LS3 Heredity: Inheritance and Variation of Traits

**Inclusion of 21<sup>st</sup> century themes and skills**

**Career Ready Practices**

CRP2  
CRP6

**Income and Careers**

9.1.4.A.1  
9.1.4.A.3

**Credit and Debit Management**

9.1.4.C.3

**Unit 3 Technology Standards:**

**8.1 Educational Technology**  
**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming**

**Unit 3 Assessments:**

**Weekly Reading Street tests**  
**Weekly Phonics dictation**

**8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

Sight Word recognition DRA Dibels	
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# First Grade ELA Curriculum Map

## Unit 4: Treasures

**Month: March- 2nd Week in April/ 6 weeks/ 30 days**

### UNIT 4 OVERVIEW:

This unit focuses on realistic fiction, fairy tales, expository texts, and non-fiction texts and their features.

### UNIT 4 FOCUS QUESTION:

What do we treasure?

### Anchor Standards:

NJSLSA.R2, NJSLSA.R9, NJSLSA.R5, NJSLSA.L1, NJSLSA.L2, NJSLSA.L5

### READING STREET Unit 4 Week 1

### QUESTION OF THE WEEK

How can a surprise be a treasure?

### STANDARDS TO TEACH

- Reading
  - RI1.1 Ask and answer questions about key details in a text.
  - RI1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text
- Language
  - L1.1b –Use common, proper, and possessive nouns.
  - L1.1f- Use frequently occurring adjectives
  - L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - L1.5c - Identify real-life connections between words and their use
  - L1.5d- Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or acting out the meanings.
- Foundational Skills
  - RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - RF1.2c –Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - RF1.3c-Know final-e and common vowel team conventions for representing long vowels
  - RF1.3g – Recognize and read grade-appropriate irregularly spelled words.

RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

- Speaking and Listening

SL1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feeling clearly.

- Writing

W1.5 – With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

### READING STREET WEEKS Unit 4 Week 1 con't)

#### TEXT-BASED COMPREHENSION SKILLS

Draw Conclusions

Monitor & Clarify

#### FLUENCY

Expression and Intonation

#### ORAL VOCABULARY (Amazing Words)

celebrate	cherish
grateful	delicate
rarest	loot
genuine	

#### HIGH FREQUENCY WORDS (word wall words)

about	surprise
enjoy	worry
give	would

#### PHONEMIC AWARENESS

Rhyming Words

Segment and Blend Phonemes

Change Phonemes

#### PHONICS (spelling)

Vowel Diagraph: ai ay

Singular and Plural Possessives

Spelling Words of the week:

way	tail	play
day	mail	rain
gray	may	afraid
train		

#### WRITING

Trait: Organization

Mini-Lesson: Friendly Letter

#### Unit 4 Week 1 Academic Vocabulary

adjectives  
draw conclusions

## **COVENTIONS (grammar)**

Adjectives

## **LISTENING AND SPEAKING**

Give Directions

## **SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Tomatoes to Ketchup ( Common Text) (DRA-n/a)*

### **READING STREET Unit 4 Week 2**

## **QUESTION OF THE WEEK**

How can a story be a treasure?

## **STANDARDS TO TEACH**

- Reading  
RL1.3 – Describe characters, settings and major events in a story using key details  
RL1.7- Use illustrations and details in a story to describe its characters, setting, or events.
- Language  
L1.1f- Use frequently occurring adjectives  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
L1.2e - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
RF1.3c - Know final –e and common vowel team conventions for representing long vowel sounds  
RF1.3f – Read words with inflectional endings.  
RF1.3g – Recognize and read grade-appropriate irregularly spelled words.
- Speaking and Listening  
SL1.1a – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Writing  
W1.2 – Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.



**READING STREET WEEKS Unit 4 Week 2 con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Theme  
Visualize

**FLUENCY**

Accuracy and Rate

**ORAL VOCABULARY (Amazing Words)**

delightful      imagination  
original         carve  
tangle            peer  
royal             sighed

**HIGH FREQUENCY WORDS (word wall words)**

colors            over  
great             drew  
sign              show  
draw

**PHONEMIC AWARENESS**

Segment and Blend Phonemes  
Create Words  
Change Final Phonemes

**PHONICS (spelling)**

Adding Endings

Vowel Diagraph: ea

Spelling Words of the week:    eat      sea      each  
   team    please    dream  
   treat    beach    clean  
   lean

**WRITING**

Trait: Word Choice  
Mini-Lesson: Invitation

**COVENTIONS (grammar)**

Adjectives for Colors and Shapes

**LISTENING AND SPEAKING**

Share Information and Ideas

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Trees to Paper* – by Inez Snyder (Read Aloud) - (DRA-G/12)

**Unit 4 Week 2  
Academic Vocabulary**

fairy tale  
academic theme  
accuracy/rate

## READING STREET Unit 4 Week 3

### QUESTION OF THE WEEK

What treasures can we find in our country?

### STANDARDS TO TEACH

- Reading
  - R.I.1.2- Identify the main topic and retell key details of a text.
- Language
  - L1.1f – Use frequently occurring adjectives.
  - L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - L1.5c - Identify real-life connections between words and their use
- Foundational Skills
  - RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
  - RF1.3b - Decode regularly spelled one-syllable words.
  - RF1.3c- Know final-e and common vowel team conventions for representing long vowels
  - RF1.3g – Recognize and read grade-appropriate irregularly spelled words.
  - RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Speaking and Listening
  - SL1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Writing
  - W.1.2- Write informative/explanatory texts in which they name a topic, supply some facts about a topic, and provide Some sense of closure.
  - W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Social Studies
  - S.S.6.1- U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**READING STREET WEEKS Unit 4 Week 3 con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Facts and Details  
Important Details

**FLUENCY**

Expression and Intonation

**ORAL VOCABULARY (Amazing Words)**

nation	symbol
tourist	abandon
splinter	sunken
harbor	statue

**Unit 4 Week 3  
Academic Vocabulary**

adjectives for size  
speaker view point

**HIGH FREQUENCY WORDS (word wall words)**

found	wild
took	once
mouth	

**PHONEMIC AWARENESS**

Isolate Initial Phonemes  
Create Words  
Change Phonemes

**PHONICS (spelling)**

Three-Letter Consonant Blends

Vowel Diagraphs: ao, ow

Spelling Words of the week:

boat	road	snow
row	yellow	loaf
coat	soap	blow
pillow		

**WRITING**

Trait: Focus/Ideas  
Mini-Lesson: Descriptive Poem

**COVENTIONS (grammar)**

Adjectives for Size

**LISTENING AND SPEAKING**

Poetry Presentation

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*The Pledge of Allegiance* by Lloyd G. Douglas (Read Aloud) – Facts and Details (DRA-K/18)  
*On the Go* by Ann Morris – Fact and Details (DRA-G/12)

## READING STREET Unit 4 Week 4

### QUESTION OF THE WEEK

Why do we treasure special places?

### STANDARDS TO TEACH

- Reading
  - 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.
- Language
  - L1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - L1.1j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
    - L1.1f – Use frequently occurring adjectives.
  - L1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - L1.5c - Identify real-life connections between words and their use
- Foundational Skills
  - RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
    - RF1.3a- Know the spelling-sound correspondences for common consonant digraphs.
    - RF1.3c- Know final-e and common vowel team conventions for representing long vowel sounds
  - RF1.3g – Recognize and read grade-appropriate irregularly spelled words.
  - RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Media Literacy
  - SL1.1 - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- Writing
  - W1.3 - 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.
- Social Studies
  - S.S.6.1- U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**READING STREET WEEKS Unit 4 Week 4 con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Facts and Details  
Questioning

**FLUENCY**

Accuracy, Rate, Expression

**ORAL VOCABULARY (Amazing Words)**

impression      familiar  
favorite          memory  
errand            stampede

**HIGH FREQUENCY WORDS (word wall words)**

above            touch  
moon            laugh  
eight

**PHONEMIC AWARENESS**

Segment and Blend Phonemes  
Change Phonemes  
Segment and Blend Syllables

**PHONICS (spelling)**

Consonant Patterns: kn,wr

Vowel Diagraphs: ie, igh

Spelling Words of the week:

lie	right	light
tie	night	tight
high	bright	pie
might		

**WRITING**

Trait: Sentences  
Mini-Lesson: Realistic Story

**COVENTIONS (grammar)**

Adjectives for What Kind

**LISTENING AND SPEAKING**

Media

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*How a House is Built (Read Aloud)* (DRA-M/24)

**Unit 4 Week 4  
Academic Vocabulary**

adjectives for what kind  
expository text

## READING STREET Unit 4 Week 5

### QUESTION OF THE WEEK

What treasures can we share at home?

### STANDARDS TO TEACH

- Reading
  - RL1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
  - RL1.3 - Describe characters, settings, and major events in a story, using key details.
  
- Language
  - L1.1f- Use frequently occurring adjectives
  - L1.1h- Use determiners
  - L1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - L1.5c - Identify real-life connections between words and their use
  
- Foundational Skills
  - RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - RF1.2d – Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
  - RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
  - RF1.3b – Decode regularly spelled one-syllable words
  - RF1.3e – Decode two –syllable words following basic patterns by breaking the words into syllables.
  - RF1.3g - Recognize and read grade-appropriate irregularly spelled words.
  - RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
  
- Purposes of Media
  - RI.1.7 – Use the illustrations and details in a text to describe its key ideas.
  
- Writing
  - W1.1 – 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.

**READING STREET WEEKS Unit 4 Week 5 con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Theme  
Story Structure

**FLUENCY**

Appropriate Phrasing

**ORAL VOCABULARY (Amazing Words)**

jealous                relatives  
sibling                secret  
porridge               collector  
seriousness           flourish

**Unit 4 Week 5  
Academic Vocabulary**

adjectives for how many  
articles  
e-mail

**HIGH FREQUENCY WORDS (word wall words)**

picture  
stood  
remember  
thought  
room

**PHONEMIC AWARENESS**

Segment and Blend Phonemes  
Change Phonemes  
Segment and Blend Syllables

**PHONICS (spelling)**

Vowel Diagraphs : ue, ew, ui

Compound Words

Spelling Words of the week:

backpack	flashlight	suitcase
outside	bluebird	inside
baseball	lunchbox	brainstorm
herself		

**WRITING**

Trait: Conventions  
Mini-Lesson: Thank-You Note

**COVENTIONS (grammar)**

Adjectives for How Many and Articles

**LISTENING AND SPEAKING**

Purposes of Media

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*The Relatives Came* – by Cynthia Rylant – Theme, Story Structure (DRA-L/20)

*Koala Lou* – by Cynthia Rylant – Theme, Story Structure (DRA-n/a)

## READING STREET Unit 4 Week 6

### QUESTION OF THE WEEK

What treasures can we share with our neighbors?

### STANDARDS TO TEACH

- Reading  
RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text
- Language  
L1.1f – Use frequently occurring adjectives  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular Words.  
L1.4b- Use frequently occurring affixes as a clue to the meaning of a word.  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.2d – Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3g – Recognize and read grade-appropriate irregularly spelled words.  
RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Speaking and Listening  
RI.1.7 – Use the illustrations and details in a text to describe its key ideas.
- Writing  
W1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### READING STREET WEEKS Unit 4 Week 6 con't)

#### TEXT-BASED COMPREHENSION SKILLS

Cause and Effect  
Predict and Set Purpose

#### FLUENCY

Expression and Intonation

#### ORAL VOCABULARY (Amazing Words)

discover	dwell
resident	welcome
admire	sadness
substantial	tremendous

#### Unit 4 Week 6 Academic Vocabulary

cause and effect  
sensory language



## **HIGH FREQUENCY WORDS (word wall words)**

across                    opened  
only                      dance  
told                       shoes  
because

## **PHONEMIC AWARENESS**

Segment and Blend Two-Syllable Words

Segment and Blend Phonemes

Change Phonemes

## **PHONICS (spelling)**

Vowel Sound: oo in moon

Suffixes:ly-ful

Spelling Words of the week:

slowly	careful	quickly
useful	painful	playful
sadly	gladly	nicely
wonderful		

## **WRITING**

Trait: Organization

Mini-Lesson: Directions

## **COVENTIONS (grammar)**

Adjectives that Compare

## **MEDIA LITERACY**

Purpose of Media

## **SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Rain* by Marion Dane Bauer – Non-fiction Cause and Effect (DRA-E/8)

*Our Earth Keeping it Clean* by Peggy Hock – Non-Fiction Cause and Effect (DRA-n/a)

## Unit 4

**Content/Area: English Language Arts**

**Grade Level: 1 (30 days)**

**Pacing : 30 Days**

### **Instructional Materials**

- (Textbooks, Classroom Resources, Digital Tools)
- Pearson Reading Street series materials
- See guide for additional materials

**Suggested strategies for English as a Second Language (ESL) student\***(See Teacher's Resources for More Strategies)

- Consultation with ESL staff
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Shorten reading assignments
- On tests/quizzes: when appropriate, depending on language proficiency, have students use the textbook and indicate the page number where answer is found
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance

**Suggested strategies for Special Education students/ 504 students**

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Fresh Reads Workbook/Online Access
- Graphic Organizers
- Decodable Readers (Phonics)

**Suggested Strategies for At Risk students\*(See Teacher's Resources for More Strategies)**

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes

**Suggested Strategies for Gifted and Talented students\*(See Teacher's Resources for More Strategies)**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

**Inclusion of Interdisciplinary Connections**

**NJSLS for Social Studies 6.1.4.A.1** Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

**Inclusion of 21<sup>st</sup> century themes and skills****Career Ready Practices**

CRP1

Credit and Management

9.1.4.C.6

Planning, Saving, and Investing

9.1.4.D.2

Becoming a Critical Consumer

9.1.4.E.2

**Unit 4 Technology Standards:**

**8.1 Educational Technology**

**8.2 Technology Education, Engineering,  
Design, and Computational Thinking -  
Programming**

**Unit 4 Assessments:**

**Weekly Reading Street tests**

**Weekly Phonic dictation**

**Sight Word recognition**

**DRA**

**Dibels**

**8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.

# First Grade ELA Curriculum Map

## Unit 5: Great Ideas

Month: 4<sup>th</sup> Week In April – 1<sup>st</sup> Week of June 6 weeks/ 30 days

### UNIT 5 OVERVIEW:

This unit focuses on various types of literature, such as folk tales, poetry, biographies, realistic and animal fiction.

### UNIT 5 FOCUS QUESTION:

What difference can a great idea make?

### Anchor Standards:

NJSLSA.R3, NJSLSA.R4, NJSLSA.L2, NJSLSA.W3, NJSLSA.W8, NJSLSA.R10, NJSLSA.SL2

### READING STREET Unit 5 Week 1

### QUESTION OF THE WEEK

When does a problem need a clever solution?

### STANDARDS TO TEACH

- Reading  
RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text
  
- Language  
L1.1j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular Words.  
L1.5c - Identify real-life connections between words and their use
  
- Foundational Skills  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.2d – Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3g – Recognize and read grade-appropriate irregularly spelled words.  
RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
  
- Media Literacy  
RI.1.5- Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

### Writing

W1.3 - 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.

**READING STREET WEEKS Unit 5 Week 1 con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Character, Setting, and Plot  
Monitor & Clarify

**FLUENCY**

Accuracy, Rate, and Expression

**ORAL VOCABULARY (Amazing Words)**

clever	intend
predicament	grumpy
exhausted	furious
batter	griddle

**HIGH FREQUENCY WORDS (word wall words)**

along	pulling
never	eyes
behind	toward

**PHONEMIC AWARENESS**

Segment and Blend Phonemes  
Remove Phonemes

**PHONICS (spelling)**

Final Syllable: le

Diphthongs: ow, ou

Spelling Words of the week:

how	town	down
now	brown	cow
clown	frown	crowd
growl		

**WRITING**

Trait: Voice  
Mini-Lesson: Animal Fantasy

**COVENTIONS (grammar)**

Imperative Sentences

**MEDIA LITERACY**

Techniques in Media

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Corduroy* by Don Freeman – Character, Setting and Plot (DRA-K/18)

**Unit 5 Week 1  
Academic Vocabulary**

imperative sentences  
folk tale  
reference sources

**READING STREET Unit 5 Week 2**

**QUESTION OF THE WEEK**

How can we look at things in a different way?

**STANDARDS TO TEACH**

- Reading  
RL1.1 - Ask and answer questions about key details in a text.  
RL1.3 – Describe characters, settings and major events in a story using key details
- Language  
L1.1d – Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3e- Decode two- syllable words following basic patterns by breaking the words into syllables.  
RF1.3g – Recognize and read grade-appropriate irregularly spelled words.  
RF1.4b - Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Speaking and Listening  
SL1.1a – Follow agreed –upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Writing  
W1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**READING STREET WEEKS Unit 5 Week 2 con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Draw Conclusions  
Background Knowledge

**FLUENCY**

Accuracy, Rate, Expression, and Appropriate Phrasing

**ORAL VOCABULARY (Amazing Words)**

miserable      freedom  
selfish        shrug  
ignore         fond  
proper         scarcely

**Unit 5 Week 2  
Academic Vocabulary**

pronouns  
draw conclusions  
dictionary

## HIGH FREQUENCY WORDS (word wall words)

door            should  
loved           wood

## PHONEMIC AWARENESS

Segment and Blend Phonemes

Create Words

Remove Phonemes

## PHONICS (spelling)

Syllables: V/CV, VC/V

Vowel Patterns: eow, ou

Spelling Words of the week:

mouth	house	found
our	out	cloud
ouch	shout	round
count		

## WRITING

Trait: Voice

Mini-Lesson: Letter to a character

## COVENTIONS (grammar)

Pronouns

## LISTENING AND SPEAKING

Share Information and Ideas

## SUGGESTED READ ALOUDS AND COMMON TEXTS

*Kitchen Dance* – by Maurie J. Manning – Voice (DRA-n/a)

*The Flag We Love* – by Pam Munoz Ryan – Background Knowledge (DRA-Q/40)

## READING STREET Unit 5 Week 3

## QUESTION OF THE WEEK

How do we solve mysteries?

## STANDARDS TO TEACH

- Reading  
RI.1.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Language  
L1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
L1.1j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  
L1.1d – Use personal, possessive, and indefinite pronouns  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.



L1.5c - Identify real-life connections between words and their use

- Foundational Skills

- RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
- RF1.3f- Read words with inflectional endings.
- RF1.3g – Recognize and read grade-appropriate irregularly spelled words.
- RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

- Media Literacy

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

- Writing

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

### READING STREET WEEKS Unit 5 Week 3 con't)

#### TEXT-BASED COMPREHENSION SKILLS

Compare and Contrast  
Monitor and Clarify

#### FLUENCY

Expression and Intonation

#### ORAL VOCABULARY (Amazing Words)

explanation                      riddle  
wonder                            confused  
encouragingly                  case  
suspects

#### HIGH FREQUENCY WORDS (word wall words)

among                            another  
none                                instead

#### PHONEMIC AWARENESS

Isolate Medial Phonemes  
Segment and Blend Phonemes  
Add Final Phonemes

#### PHONICS (spelling)

Adding Endings

Vowel Sound in foot: oo

Spelling Words of the week:

book	moon	took
food	look	pool
zoo	noon	good
foot		

#### Unit 5 Week 3 Academic Vocabulary

pronouns  
compare and contrast

## **WRITING**

Trait: Word Choice

Mini-Lesson: Questions

## **COVENTIONS (grammar)**

Pronouns I and Me

## **Media Literacy**

Techniques in Media

## **SUGGESTED READ ALOUDS AND COMMON TEXTS**

*The Car Washing Street* – by Denise Louis Patrick - Voice (DRA-n/a)

### **READING STREET Unit 5 Week 4**

## **QUESTION OF THE WEEK**

How can a great idea make our lives easier?

## **STANDARDS TO TEACH**

- Reading  
RI.1.2 - Identify the main topic and retell key details of a text.
- Language  
L1.1d –Use personal, possessive, and indefinite pronouns.  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
L1.4b – Use frequently occurring affixes as a clue to the meaning of a word.  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
RF1.2d – Segment spoken single syllable words into their complete sequence of individual sounds.  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3g – Recognize and read grade-appropriate irregularly spelled words.  
RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Media Literacy  
SL1.2 – Ask and answer questions about key details in a text, read aloud, or information presented orally or through other media.
- Writing  
W1.1 – 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.

**READING STREET WEEKS Unit 5 Week 4 con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Main Idea and Details  
Summarize

**FLUENCY**

Appropriate Phrasing

**ORAL VOCABULARY (Amazing Words)**

gadget	equipment
convenient	engine
pilot	steer
cellar	furnace

**HIGH FREQUENCY WORDS (word wall words)**

against	today
kinds	heavy
goes	

**PHONEMIC AWARENESS**

Segment and Blend Phonemes  
Change Phonemes  
Create Words

**PHONICS (spelling)**

Suffixes: er, or

Diphthongs: oi, oy

Spelling Words of the week:

oil	soil	voice
point	boy	boil
coin	oink	toy
join		

**WRITING**

Trait: Focus/Ideas  
Mini-Lesson: Advertisement

**COVENTIONS (grammar)**

More About Pronouns

**MEDIA LITERACY**

Respond to Media

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Little Bear* by Else H. Minarik – Main Idea (DRA-n/a)

**Unit 5 Week 4  
Academic Vocabulary**

details  
appropriate phrasing  
literary non-fiction  
picture  
graph

## READING STREET Unit 5 Week 5

### QUESTION OF THE WEEK

How can a great idea change the way we live?

### STANDARDS TO TEACH

- Reading
  - RI.1.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Language
  - L1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L1.1j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
  - L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - L1.5c - Identify real-life connections between words and their use
- Foundational Skills
  - RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - RF1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - RF1.2d – Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
  - RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.
  - RF1.3b – Decode regularly spelled one-syllable words
  - RF1.3g – Recognize and read grade-appropriate irregularly spelled words.
  - RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Media Literacy
  - SL1.2 – Ask and answer questions about key details in a text, read aloud, or information presented orally or through other media.
- Writing
  - W1.3 - 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.
- Social Studies
  - S.S 6.1- U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**READING STREET WEEKS Unit 5 Week 5 con't)**

**TEXT-BASED COMPREHENSION SKILLS**

Sequence  
Text Structure

**FLUENCY**

Expression and Intonation

**ORAL VOCABULARY (Amazing Words)**

determined	inventor
technology	stable
stalled	biplane
sketch	speech

**HIGH FREQUENCY WORDS (word wall words)**

built	through
science	learn
early	

**PHONEMIC AWARENESS**

Segment and Blend Phonemes  
Change Phonemes  
Segment and Blend Words  
Create Words

**PHONICS (spelling)**

Vowel Diagraphs and Diphthongs

Vowel Sound in ball: aw, au

Spelling Words of the week:

saw	draw	crawl
straw	law	jaw
paw	yawn	hawk
lawn		

**WRITING**

Trait: Sentences  
Mini-Lesson: Autobiography

**COVENTIONS (grammar)**

Adverbs

**MEDIA LITERACY**

Techniques in Media

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Dandelion* by Don Freeman – Sequence (DRA-M/24)  
*Memorial Day* by Jacqueline S. Cotton – Non-Fiction (DRA-G/12)

**Unit 5 Week 5  
Academic Vocabulary**

adverbs  
biography  
synthesis

## READING STREET Unit 5 Week 6

### QUESTION OF THE WEEK

What can happen when someone has a new idea?

### STANDARDS TO TEACH

- Reading  
RL.1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Language  
L1.1i - Use frequently occurring prepositions (e.g., during, beyond, toward).  
L1.1j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  
L1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
L1.4b – Use frequently occurring affixes as a clue to the meaning of a word.  
L1.5c - Identify real-life connections between words and their use
- Foundational Skills  
RF1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
RF1.2c- Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.  
RF1.2d – Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)  
RF1.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  
RF1.3c- Know final –e and common vowel team conventions for representing long vowel sounds.  
RF1.3g – Recognize and read grade-appropriate irregularly spelled words.  
RF1.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- Media Literacy  
SL1.7 - RI.1.7 – Use the illustrations and details in a text to describe its key ideas.
- Writing  
W1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### READING STREET WEEKS Unit 5 Week 6 con't)

#### TEXT-BASED COMPREHENSION SKILLS

Theme  
Inferring

#### FLUENCY

Appropriate Phrasing

#### ORAL VOCABULARY (Amazing Words)

accomplish           doubt  
original               glider  
(un)manned          soar  
exclaim

#### Unit 5 Week 6 Academic Vocabulary

realistic fiction  
theme  
poetry  
encyclopedia  
prepositional phrases  
prepositions

**HIGH FREQUENCY WORDS (word wall words)**

answered  
different  
carry  
poor

**PHONEMIC AWARENESS**

Segment and Blend Phonemes  
Rhyming Words  
Remove Phonemes

**PHONICS (spelling)**

Long o:o Long i:i

prefixes: un-, re-

Spelling Words of the week:

unhappy	refill	untie
undo	repay	unkind
undress	retell	reopen
rewind		

**WRITING**

Trait: Conventions  
Mini-Lesson: Poem

**COVENTIONS (grammar)**

Prepositions and Prepositional Phrases

**MEDIA LITERACY**

Responding to Media

**SUGGESTED READ ALOUDS AND COMMON TEXTS**

*Shout! Little Poems that Roar* – by Brod Bagert – poetry(DRA-M/24)

## Unit 5

**Content/Area: English Language Arts**  
**Grade Level: 1 (30 days)**

### Pacing Guide (30 days)

### Instructional Materials

- (Textbooks, Classroom Resources, Digital Tools)
- Pearson Reading Street series materials
- See guide for additional materials

### Suggested strategies for English as a Second Language (ESL) student\*(See Teacher's Resources for More Strategies)

- Consultation with ESL staff
- Reading Street Online ELL Resources
- Rephrase questions, directions, and explanations
- Allow extended time for test/project completion
- Use of a bilingual word-to-word dictionary
- Use visuals/pictures/videos throughout the lessons
- Shorten reading assignments
- On tests/quizzes: when appropriate, depending on language proficiency, have students use the textbook and indicate the page number where answer is found
- Accept participation at any level, even one word
- Highlight key vocabulary, utilize graphic organizers
- Assign a peer, either in the same native language or English-speaking, to guide with routine activities and/or vocabulary assistance



### **Suggested strategies for Special Education students/ 504 students**

- Consultation with Special Education staff
- Leveled Readers for each story (Book or Online Access)
- Fresh Reads Workbook/Online Access
- Graphic Organizers
- Decodable Readers (Phonics)

### **Suggested Strategies for At Risk students\*(See Teacher's Resources for More Strategies)**

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes

### **Suggested Strategies for Gifted and Talented students\*(See Teacher's Resources for More Strategies)**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **Inclusion of Interdisciplinary Connections**

**NJSLS for Social Studies 6.1.4.A.1** Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

### **Inclusion of 21<sup>st</sup> century themes and skills**

#### **Career Ready Practices**

CRP5

CRP6

#### Income and Careers

9.1.4.A.1

9.1.4.A.3

#### Money Management

9.1.4.B.5

<p><b>Unit 5 Technology Standards:</b> 8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p> <p><b>Unit 5 Assessments:</b> Weekly Reading Street tests Weekly Phonics dictation Sight Word recognition DRA Dibels</p>	<p><b>8.1.2.A.1</b> Identify the basic features of a digital device and explain its purpose.</p>
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