

Reading

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Reading Literature Text									
Key Ideas and Details									
RL.1.1. Ask and answer questions about key details in a text.	Mentor Texts <u>First Day Jitters</u> Julie Dannenberg <u>Chrysanthemum</u> - Kevin Henkes <u>Wemberly Worried</u> - Kevin Henkes Anchor Charts Classroom Library Leveled Readers Question cubes	Teacher Observation Student participation Comprehension check Graphic organizers	2 weeks	Scholastic News Little Science Thinkers Little Social Studies Thinkers	Why is using the 5 W's + H questions (who, what, where, when, why, & how) helpful when I am reading? How can asking and answering questions help me understand the text?	Oral comprehension assessment DRA / Running Records	Websites - www.justbooksreadaloud.com www.storylineonline.net Epic ReadWorks	Re-read text to student Summarize with a peer Reduce visual distractions	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Mentor Texts <u>The Snowy Day</u> - Ezra Jack Keats <u>Lily's Purple Plastic Purse</u> - Kevin Henkes <u>A Bad Case of Stripes</u> - David Shannon	Teacher Observation Student participation Comprehension check Graphic organizers	3 weeks	Scholastic News Little Science Thinkers Little Social Studies Thinkers	Why is using key details from the story important in retelling the story? How can I retell the text to express the central message or	DRA / Running Records Comprehension assessment	Websites - www.justbooksreadaloud.com www.storylineonline.net Epic ReadWorks	Chunking Modeling Reread text	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable

	<u>Knuffle Bunny</u> Mo Willems Anchor Charts Classroom Library Leveled Readers				lesson?				research strategies CRP.12- Work productively in teams while using cultural global competence
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	Mentor Texts <u>If You Give a Pig a Pancake</u> - Laura Numeroff <u>Lily's Purple Plastic Purse</u> - Kevin Henkes <u>A Bad Case of Stripes</u> - David Shannon Anchor Charts Classroom Library Leveled Readers	Teacher Observation Student participation Comprehension check Graphic Organizers	2 weeks	Scholastic News	How do readers identify and describe story elements?	DRA / Running Records Comprehension assessment	Websites - www.justbooksreadaloud.com www.storylineonline.net Epic ReadWorks	Re-read text to student Summarize with peer Anchor Chart	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Craft and Structure									
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Mentor Texts <u>When Sophie Gets Angry</u> - Molly Bang <u>Lily's Purple Plastic Purse</u> - Kevin Henkes <u>A Bad Case of Stripes</u> - David Shannon <u>Stand Tall Molly Lou</u>	Teacher Observation Student participation Comprehension check	1 week	Scholastic News	How does word choice impact the overall meaning of the text? How does the author's choice of words show feelings or the senses?	Anecdotal records	Websites - www.justbooksreadaloud.com www.storylineonline.net Epic ReadWorks	Visual aids Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work

	<p><u>Melon</u> Patty Lovell</p> <p>Anchor Charts</p> <p>Classroom Library</p> <p>Leveled Readers</p> <p>Literacy workstations</p>								productively in teams while using cultural global competence
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<p>Mentor Texts/ Paired Texts</p> <p>Anchor Charts</p> <p>Classroom Library</p> <p>Literacy workstations</p> <p>Leveled Reader</p>	<p>Teacher Observation</p> <p>Student participation</p> <p>Comprehension check</p> <p>Venn Chart</p>	1 week	<p>Scholastic News</p> <p>Little Science Thinkers</p> <p>Little Social Studies Thinkers</p>	How do readers approach different text types?	<p>Anecdotal Records</p> <p>Oral Comprehension check</p>	<p>Websites - www.justbooksreadaloud.com</p> <p>www.storylineonline.net</p> <p>Epic</p> <p>ReadWorks</p>	Visual aid	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
RL.1.6. Identify who is telling the story at various points in a text.	<p>Mentor Texts</p> <p><u>The Day the Crayons Quit</u> by Draw Daywalt</p> <p><u>The True Story of the 3 Little Pigs</u>- Jon Scieszka</p> <p><u>Hey Little Ant</u> Phillip Hoose</p> <p>Anchor Charts</p> <p>Classroom</p>	<p>Teacher Observation</p> <p>Student participation</p> <p>Comprehension check</p> <p>Student whiteboard (communicators)</p>	1 week	Scholastic News	Why is it important to know who is telling the story?	<p>Anecdotal Records/checklists</p>	<p>Websites - www.justbooksreadaloud.com</p> <p>www.storylineonline.net</p> <p>Epic</p> <p>ReadWorks</p>	<p>Drawing</p> <p>Graphic organizer</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in</p>

	Library Literacy workstations Leveled Reader								teams while using cultural global competence
Integration of Knowledge and Ideas									
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	Mentor Texts <u>The Snowman</u> - Raymond Briggs <u>Officer Buckle and Gloria</u> - Peggy Rathman Anchor Charts Classroom Library Literacy Workstations Leveled Reader	Teacher Observation Student participation Comprehension check	2 weeks	Scholastic News Math word problems	What can illustrations tell me about the story? What can illustrations tell me about story elements?	Graphic organizer	Websites - www.justbooksreadaloud.com www.storylineonline.net Epic ReadWorks	Drawings Visual aids Graphic organizer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	Mentor Texts <u>Frog and Toad</u> - Arnold Lobel Anchor Charts Classroom Library Leveled Reader	Teacher Observation Student participation Comprehension check Venn Chart Graphic Organizer	2 weeks	Scholastic News Little Social Studies Thinkers	How can you compare and contrast characters in stories?	Venn charts Graphic organizers	Websites - www.justbooksreadaloud.com www.storylineonline.net Epic ReadWorks	Chunk compare separate from contrast	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

Range of Reading and Level of Text Complexity									
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	Mentor Texts Anchor Charts Classroom Library Leveled Reader	Teacher Observation Student participation Comprehension check	Ongoing	All subjects Little Science Thinkers Little Social Studies Thinkers	What strategies do I use to become an independent reader?	Anecdotal records/checklists DRA/Running records	Websites - www.justbooksreadaloud.com www.storylineonline.net Epic ReadWorks	Read Naturally Graphic organizer Chunking	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Reading Informational Text									
Key Ideas and Details									
RI.1.1. Ask and answer questions about key details in a text.	Mentor Texts <u>What if You Had Animal Ears - Sandra Markle</u> <u>From Seed to Plant</u> - Gail Gibbons Anchor Charts Classroom Library Literacy Workstations Leveled Reader	Teacher Observation Student participation Comprehension check Venn Charts	2 weeks	Scholastic News Little Science Thinkers Little Social Studies Thinkers	How can asking and answering questions help me understand the text?	Venn Charts DRA/Running Records	Websites - www.justbooksreadaloud.com www.storylineonline.net Epic ReadWorks	Summarize with a peer Refer to text/open text assessment, highlighting	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.1.2. Identify the	Mentor Texts	Teacher	2 weeks	Scholastic News	Why is	Venn Charts	Websites -	Summarize	CRP.4-

main topic and retell key details of a text.	National Geographic Readers Anchor Charts Classroom Library Leveled Reader	Observation Student participation Comprehension check Venn Charts		Little Science Thinkers Little Social Studies Thinkers	identifying the main topic from the text important? How do readers retell informational text?	DRA/Running Records	www.justbooksreadaloud.com www.storylineonline.net Epic ReadWorks	with a peer Refer to text/open text assessment, highlighting	Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Mentor Texts Anchor Charts Classroom Library Leveled Reader	Teacher Observation Student participation Comprehension check Venn Charts	2 weeks	Scholastic News Little Science Thinkers Little Social Studies Thinkers	How can making connections help understand informational text? How do you describe the connection between two events?	DRA / Running Records	Websites - www.justbooksreadaloud.com www.storylineonline.net Epic ReadWorks	Graphic organizer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Craft and Structure									
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Mentor Texts Anchor Charts Classroom Library Leveled Reader	Teacher Observation Student participation Comprehension check	2 weeks	Scholastic News Little Science Thinkers Little Social Studies Thinkers	Why is it important for readers to identify words they do not know? What strategies do readers use	Comprehension Check	Websites - www.justbooksreadaloud.com www.storylineonline.net Epic	Visual aid	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation

		Venn Charts			to determine unknown words?		ReadWorks		CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Mentor Texts Anchor Charts Classroom Library Literacy workstations Leveled Reader	Teacher Observation Student participation Comprehension check Venn Charts	1 week	Little Social Studies Thinkers	How does knowing the parts of a book help me become a better reader?	Anecdotal Records/checklist	Epic Learn360 ReadWorks	Chunking Visual aid/assessment	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Mentor Texts Anchor Charts Classroom Library Literacy Workstations Leveled Reader	Teacher Observation Student participation Comprehension check Venn Charts	1 week	Scholastic News Math - Data analysis Little Science Thinkers Little Social Studies Thinkers	How do images and words provide information?	Comprehension check	Epic Think Central Prodigy IXL ReadWorks		CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

Integration of Knowledge and Ideas									
RI.1.7. Use the illustrations and details in a text to describe its key ideas.	Mentor Texts Anchor Charts Classroom Library Leveled Reader	Teacher Observation Student participation Comprehension check Venn Charts	1 week	Scholastic News Math - Data analysis Little Science Thinkers Little Social Studies Thinkers	How can illustrations help me understand information?	Comprehension check	Epic Think Central Prodigy IXL ReadWorks	Graphic organizer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.	Mentor Texts Anchor Charts Classroom Library Leveled Reader	Teacher Observation Student participation Comprehension check Graphic Organizer	1 week	Scholastic News Little Science Thinkers Little Social Studies Thinkers	How does an author support what he says in the text?	Comprehension Check Graphic Organizers	Epic Think Central Prodigy IXL ReadWorks		CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or	Mentor Texts/Paired Texts Anchor Charts Classroom	Observation Student participation Comprehension check	2 weeks	Scholastic News	How can two texts be the same or different?	Comprehension Check Venn Chart	Epic Think Central Prodigy IXL	Graphic organizers Repeat modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate

procedures).	Library Leveled Reader	Venn Charts					ReadWorks		creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Range of Reading and Level of Text Complexity									
RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.	Mentor Texts Anchor Charts Classroom Library Leveled Reader	Teacher Observation Student participation Comprehension check	Ongoing	All subjects	What strategies do I use to become an independent reader?	DRA / Running Records	Epic Think Central Prodigy IXL ReadWorks	Read Naturally	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Reading Foundational Skills									
Print Concepts									
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.	Foundations Mentor Texts	Teacher observation Student participation Student whiteboards (communicators)	1 week	Scholastic News	How do sentences help me read?	Unit Assessments DRA/Running Records	IXL ABCya Starfall Epic	Sentence frame Graphic organizer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and

							ReadWorks		innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Fundations Mentor Texts	Teacher observation Student participation Student whiteboards (communicators)	1 week	Scholastic News	How do sentences help me read?	Unit Assessments DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Sentence frame Graphic organizer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Phonological Awareness									
RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Fundations Pocket Chart Word Cards Letter Cards Magnetic Letters Student Whiteboards (Communicators)	Teacher observation Student participation	1 week	Scholastic News	How are words made up of sounds? How does the understanding of spoken words, syllables, and sounds support my ability to read print? How will knowing	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Multisensory approach Tactile modality	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work

					initial, medial and ending sounds help me manipulate words?				productively in teams while using cultural global competence
A. Distinguish long from short vowel sounds in spoken single-syllable words.	<p>Fundations</p> <p>Pocket Chart</p> <p>Word Cards</p> <p>Letter Cards</p> <p>Magnetic Letters</p> <p>Student Whiteboards (Communicators)</p>	<p>Teacher observation</p> <p>Student participation</p>	1 week	Scholastic News	<p>How are words made up of sounds?</p> <p>How does the understanding of spoken words, syllables, and sounds support my ability to read print?</p> <p>How will knowing initial, medial and ending sounds help me manipulate words?</p>	<p>Unit Assessment</p> <p>DRA/Running Records</p>	<p>IXL</p> <p>ABCya</p> <p>Starfall</p> <p>Epic</p> <p>ReadWorks</p>	<p>Multisensory approach</p> <p>Tactile modality</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<p>Fundations</p> <p>Pocket Chart</p> <p>Word Cards</p> <p>Letter Cards</p> <p>Magnetic Letters</p> <p>Student Whiteboards (Communicators)</p>	<p>Teacher observation</p> <p>Student participation</p>	1 week	Scholastic News	<p>How are words made up of sounds?</p> <p>How does the understanding of spoken words, syllables, and sounds support my ability to read print?</p> <p>How will knowing initial, medial and ending sounds help me manipulate words?</p>	<p>Unit Assessment</p> <p>DRA/Running Records</p>	<p>IXL</p> <p>ABCya</p> <p>Starfall</p> <p>Epic</p> <p>ReadWorks</p>	<p>Multisensory approach</p> <p>Tactile modality</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
C. Isolate and pronounce initial,	Fundations	Teacher observation	1 week	Scholastic News	How are words made up of	Unit Assessment	IXL	Multisensory approach	CRP.4- Communicate

medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Pocket Chart Word Cards Letter Cards Magnetic Letters Student Whiteboards (Communicators)	Student participation			sounds? How does the understanding of spoken words, syllables, and sounds support my ability to read print? How will knowing initial, medial and ending sounds help me manipulate words?	DRA/Running Records	ABCya Starfall Epic ReadWorks	Tactile modality	clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Fundations Pocket Chart Word Cards Letter Cards Magnetic Letters Student Whiteboards (Communicators)	Teacher observation Student participation	1 week	Scholastic News	How are words made up of sounds? How does the understanding of spoken words, syllables, and sounds support my ability to read print? How will knowing initial, medial and ending sounds help me manipulate words?	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Multisensory approach Tactile modality	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Phonics and Word Recognition									
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.	Fundations Pocket Chart Word Cards Letter Cards	Teacher observation Student participation	1 week	Scholastic News	How can sounds help me understand a word? How can recognizing	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic	Read Naturally Song Multisensory approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate

	<p>Magnetic Letters</p> <p>Literacy Workstations</p> <p>Student Whiteboards (Communicators)</p>				<p>grade level words help me become a better reader?</p> <p>How can identifying common consonant digraphs, final-e, and common vowel teams help me become a better reader?</p>		ReadWorks		<p>creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p>	<p>Fundations</p> <p>Pocket Chart</p> <p>Word Cards</p> <p>Letter Cards</p> <p>Magnetic Letters</p> <p>Literacy Workstations</p> <p>Student Whiteboards (Communicators)</p>	<p>Teacher observation</p> <p>Student participation</p>	1 week	Scholastic News	<p>How can sounds help me understand a word?</p> <p>How can recognizing grade level words help me become a better reader?</p> <p>How can identifying common consonant digraphs, final-e, and common vowel teams help me become a better reader?</p>	<p>Unit Assessment</p> <p>DRA/Running Records</p>	<p>IXL</p> <p>ABCya</p> <p>Starfall</p> <p>Epic</p> <p>ReadWorks</p>	<p>Read Naturally</p> <p>Song</p> <p>Multisensory approach</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>B. Decode regularly spelled one-syllable words.</p>	<p>Fundations</p> <p>Pocket Chart</p> <p>Word Cards</p> <p>Letter Cards</p> <p>Magnetic Letters</p>	<p>Teacher observation</p> <p>Student participation</p>	1 week	Scholastic News	<p>How can sounds help me understand a word?</p> <p>How can recognizing grade level words help me become a better reader?</p>	<p>Unit Assessment</p> <p>DRA/Running Records</p>	<p>IXL</p> <p>ABCya</p> <p>Starfall</p> <p>Epic</p> <p>ReadWorks</p>	<p>Read Naturally</p> <p>Song</p> <p>Multisensory approach</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ</p>

	Literacy Workstations Student Whiteboards (Communicators)				How can identifying common consonant diagraphs, final-e, and common vowel teams help me become a better reader?				valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Know final -e and common vowel team conventions for representing long vowel sounds.	Fundations Pocket Chart Word Cards Letter Cards Magnetic Letters Literacy Workstations Student Whiteboards (Communicators)	Teacher observation Student participation	1 week	Scholastic News	How can sounds help me understand a word? How can recognizing grade level words help me become a better reader? How can identifying common consonant diagraphs, final-e, and common vowel teams help me become a better reader?	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Read Naturally Song Multisensory approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
D. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Fundations Pocket Chart Word Cards Letter Cards Magnetic Letters Literacy Workstations Student	Teacher observation Student participation	1 week	Scholastic News	How can sounds help me understand a word? How can recognizing grade level words help me become a better reader? How can identifying common	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Read Naturally Song Multisensory approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work

	Whiteboards (Communicators)				consonant diagraphs, final-e, and common vowel teams help me become a better reader?				productively in teams while using cultural global competence
E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.	Foundations Pocket Chart Word Cards Letter Cards Magnetic Letters Literacy Workstations Student Whiteboards (Communicators)	Teacher observation Student participation	1 week	Scholastic News	How can sounds help me understand a word? How can recognizing grade level words help me become a better reader? How can identifying common consonant diagraphs, final-e, and common vowel teams help me become a better reader?	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Read Naturally Song Multisensory approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Fluency									
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.	Mentor Texts Leveled Readers Literacy Workstations	Teacher observation Student participation	1 week	Scholastic News Little Science Thinkers Little Social Studies Thinkers	Why is it important to become a fluent reader?	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Read Naturally Record self and listen Recorded samples of fluent readers	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using

									cultural global competence
A. Read grade-level text with purpose and understanding.	Mentor Texts Leveled Readers Literacy Workstations	Teacher observation Student participation	1 week	Scholastic News Little Science Thinkers Little Social Studies Thinkers	Why is it important to become a fluent reader?	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Read Naturally Record self and listen Recorded samples of fluent readers	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Read grade-level text orally with accuracy, appropriate rate, and expression.	Mentor Texts Leveled Readers Literacy Workstations	Teacher observation Student participation	1 week	Scholastic News Little Science Thinkers Little Social Studies Thinkers	Why is it important to become a fluent reader?	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic ReadWorks	Read Naturally Record self and listen Recorded samples of fluent readers	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Mentor Texts Leveled Readers Literacy Workstations	Teacher observation Student participation	1 week	Scholastic News Little Science Thinkers Little Social Studies Thinkers	Why is it important to become a fluent reader?	Unit Assessment DRA/Running Records	IXL ABCya Starfall Epic	Read Naturally Record self and listen Recorded	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate

							ReadWorks	samples of fluent readers	creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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Writing

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Text Types and Purposes									
W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist	Rubric conferencing	6 weeks	Little Science Thinkers Little Social Studies Thinkers	How do writers express an opinion? How can I use reasons to support my opinion?	Writing Samples	Google Docs Little Bird Tales website	Teacher editing Graphic organizer Google voice typing Modified rubric Sentence stems	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
W.1.2. Write informative/explanatory texts in which they name	Mentor Texts Teacher modeled writing samples	Rubric conferencing	6 weeks	Little Science Thinkers Little Social	How can I use facts to write an informational piece?	Writing Samples	Google Docs Little Bird Tales website	Teacher editing Graphic organizer	CRP.4- Communicate clearly and effectively and

a topic, supply some facts about the topic, and provide some sense of closure.	Anchor Charts Word Walls Writing Checklist			Studies Thinkers				Google voice typing Modified rubric Sentence stems	with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist	Rubric conferencing	6 weeks	Little Science Thinkers Little Social Studies Thinkers	How can I include details to express an event in order?	Writing Samples	Google Docs Little Bird Tales website	Teacher editing Graphic organizer Google voice typing Modified rubric Sentence stems	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Production and Distribution of Writing									
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and	Mentor Texts Teacher modeled writing samples Anchor Charts	Rubric conferencing	ongoing	Little Science Thinkers Little Social Studies Thinkers	How can answering questions from others help improve my writing?	Writing Samples	Google Docs Little Bird Tales website	Teacher editing Teacher-chosen groupings	CRP.4- Communicate clearly and effectively and with reason

suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.	Word Walls Writing Checklist								CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist	Rubric conferencing	ongoing	Scholastic News Little Social Studies Thinkers Little Science Thinkers	How can technology be used as a tool to write, publish, and/or collaborate?	Writing Samples	Google Docs Little Bird Tales website		CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Research to Build and Present Knowledge									
W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given	Mentor Texts Teacher modeled writing samples Anchor Charts	Rubric conferencing	4 weeks	Scholastic News Little Social Studies Thinkers Little Science Thinkers	How can I contribute to a shared research project?	Writing Samples	Google Docs	Sentence stems Modified rubric Google voice typing	CRP.4- Communicate clearly and effectively and with reason CRP.6-

topic and use them to write a sequence of instructions).	Word Walls Writing Checklist							Graphic organizer chunking	Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist	Rubric conferencing	4 weeks	Scholastic News Little Social Studies Thinkers Little Science Thinkers	How can I gather information to answer a question? How do authors and illustrators share information they've learned with others? How do I use a source to find an answer to my question?	Writing Samples	Google Docs	Sentence stems Modified rubric Google voice typing Graphic organizer chunking	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

Speaking and Listening

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Comprehension and Collaboration									
SL.1.1. Participate in	Mentor Texts	Teacher observation	Ongoing	All Subjects	When is an appropriate time	Anecdotal records/checklist	Google Docs	Teacher-chosen groups	CRP.4- Communicate

<p>collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. .</p>	<p>Anchor Charts</p>	<p>Student participation</p>			<p>to ask or answer questions?</p> <p>How can I add to a conversation?</p> <p>What is my role in communication (as a listener, speaker, thinker)?</p> <p>How can I use my voice, body, and eyes to speak and listen effectively?</p> <p>How can I use complete sentences to ask and answer questions?</p>		<p>Little Bird Tales Website</p> <p>Learn 360</p> <p>Epic</p> <p>ReadWorks</p> <p>Videos</p>	<p>Checklist of conversation norms</p> <p>Visual cue for next speaker</p>	<p>clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p>	<p>Ongoing</p>	<p>All Subjects</p>	<p>When is an appropriate time to ask or answer questions?</p> <p>How can I add to a conversation?</p> <p>What is my role in communication (as a listener, speaker, thinker)?</p> <p>How can I use my voice, body, and eyes to speak and listen effectively?</p> <p>How can I use complete sentences to ask and answer questions?</p>	<p>Anecdotal records/checklist</p>	<p>Google Docs</p> <p>Little Bird Tales Website</p> <p>Learn 360</p> <p>Epic</p> <p>ReadWorks</p> <p>Videos</p>	<p>Teacher-chosen groups</p> <p>Checklist of conversation norms</p> <p>Visual cue for next speaker</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

<p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>Mentor Texts Anchor Charts</p>	<p>Teacher observation Student participation</p>	<p>Ongoing</p>	<p>All Subjects</p>	<p>When is an appropriate time to ask or answer questions? How can I add to a conversation? What is my role in communication (as a listener, speaker, thinker)? How can I use my voice, body, and eyes to speak and listen effectively? How can I use complete sentences to ask and answer questions?</p>	<p>Anecdotal records/checklist</p>	<p>Google Docs Little Bird Tales Website Learn 360 Epic ReadWorks Videos</p>	<p>Teacher-chosen groups Checklist of conversation norms Visual cue for next speaker</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>
<p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Mentor Texts Anchor Charts</p>	<p>Teacher observation Student participation</p>	<p>Ongoing</p>	<p>All Subjects</p>	<p>When is an appropriate time to ask or answer questions? How can I add to a conversation? What is my role in communication (as a listener, speaker, thinker)? How can I use my voice, body, and eyes to speak and listen effectively? How can I use complete sentences to ask and answer questions?</p>	<p>Anecdotal records/checklist</p>	<p>Google Docs Little Bird Tales Website Learn 360 Epic ReadWorks Videos</p>	<p>Teacher-chosen groups Checklist of conversation norms Visual cue for next speaker</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All Subjects	How can asking and answering questions support understanding in a text? What details can I use to describe people, places and events? How can I use complete sentences to ask and answer questions?	Anecdotal Records/Checklist Comprehension check	Google Docs Little Bird Tales Website Learn 360 Epic ReadWorks Videos	Teacher-chosen groups Checklist of conversation norms Visual cue for next speaker Graphic organizer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All Subjects	What kinds of questions should I ask during a presentation to increase my understanding? How can I ask questions to gather information or clarify something I don't understand? How can I use complete sentences to ask and answer questions?	Anecdotal Records/Checklist Comprehension check	Google Docs Little Bird Tales Website Learn 360 Epic ReadWorks Videos	Teacher-chosen groups Checklist of conversation norms Visual cue for next speaker Graphic organizer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Presentation of Knowledge and Ideas									
SL.1.4. Describe people, places,	Mentor Texts	Teacher observation	Ongoing	All Subjects	Why is it important to	Anecdotal Records/Checklist	Google Docs	Graphic organizer	CRP.4- Communicate

things, and events with relevant details, expressing ideas and feelings clearly.	Anchor Charts	Student participation Rubric			describe people, places, things, and events with details?	t Comprehension check	Little Bird Tales Website Learn 360 Epic ReadWorks Videos	chunking	clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All Subjects	How can visuals enhance a presentation? How can drawing and objects provide additional details about our topic?	Anecdotal Records/Checklist Comprehension check	Google Docs Little Bird Tales Website Learn 360 Epic ReadWorks Videos	Graphic organizer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
SL.1.6. Produce complete sentences when appropriate to task and situation.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All Subjects	How can I express my ideas clearly? Why do I need to speak in complete sentences?	Anecdotal Records/Checklist Comprehension check	Google Docs Little Bird Tales Website Learn 360 Epic	Checklist of conversation norms Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate

					How can I use complete sentences to ask and answer questions?		ReadWorks Videos		creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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Language

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Conventions of Standard English									
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How will knowing letter formation help me to write upper and lower case letters? How do I use a noun in a sentence? How do I use pronouns appropriately in a sentence? How do I use past, present and future to convey	Writing samples IXL Foundations	Google Docs Little Bird Tales IXL	Magnet Letters Anchor Charts Partner with peer of higher ability Songs Visual aids Sentence models	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

					<p>verb tenses?</p> <p>How do I use adjectives to add details to my writing?</p> <p>How do I use conjunctions in sentences to avoid run-on sentences.</p> <p>How do I use determiners and prepositions in a sentence? Why is it important to vary the sentence structure in my writing?</p>				
A.Print all upper- and lowercase letters.	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All subjects	<p>Why is grammar important when speaking or writing?</p> <p>How will knowing letter formation help me to write upper and lower case letters?</p> <p>How do I use a noun in a sentence?</p> <p>How do I use pronouns appropriately in a sentence?</p> <p>How do I use past, present and future to convey verb tenses?</p> <p>How do I use adjectives to add</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>Little Bird Tales</p> <p>IXL</p>	<p>Magnet Letters</p> <p>Anchor Charts</p> <p>Partner with peer of higher ability</p> <p>Songs</p> <p>Visual aids</p> <p>Sentence models</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

					<p>details to my writing?</p> <p>How do I use conjunctions in sentences to avoid run-on sentences.</p> <p>How do I use determiners and prepositions in a sentence? Why is it important to vary the sentence structure in my writing?</p>				
B. Use common, proper, and possessive nouns.	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Fundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All subjects	<p>Why is grammar important when speaking or writing?</p> <p>How will knowing letter formation help me to write upper and lower case letters?</p> <p>How do I use a noun in a sentence?</p> <p>How do I use pronouns appropriately in a sentence?</p> <p>How do I use past, present and future to convey verb tenses?</p> <p>How do I use adjectives to add details to my writing?</p> <p>How do I use</p>	<p>Writing samples</p> <p>IXL</p> <p>Fundations</p>	<p>Google Docs</p> <p>Little Bird Tales</p> <p>IXL</p>	<p>Magnet Letters</p> <p>Anchor Charts</p> <p>Partner with peer of higher ability</p> <p>Songs</p> <p>Visual aids</p> <p>Sentence models</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

					<p>conjunctions in sentences to avoid run-on sentences.</p> <p>How do I use determiners and prepositions in a sentence?</p> <p>Why is it important to vary the sentence structure in my writing?</p>				
<p>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>Why is grammar important when speaking or writing?</p> <p>How will knowing letter formation help me to write upper and lower case letters?</p> <p>How do I use a noun in a sentence?</p> <p>How do I use pronouns appropriately in a sentence?</p> <p>How do I use past, present and future to convey verb tenses?</p> <p>How do I use adjectives to add details to my writing?</p> <p>How do I use conjunctions in sentences to avoid run-on sentences.</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>Little Bird Tales</p> <p>IXL</p>	<p>Magnet Letters</p> <p>Anchor Charts</p> <p>Partner with peer of higher ability</p> <p>Songs</p> <p>Visual aids</p> <p>Sentence models</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

					How do I use determiners and prepositions in a sentence? Why is it important to vary the sentence structure in my writing?				
D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How will knowing letter formation help me to write upper and lower case letters? How do I use a noun in a sentence? How do I use pronouns appropriately in a sentence? How do I use past, present and future to convey verb tenses? How do I use adjectives to add details to my writing? How do I use conjunctions in sentences to avoid run-on sentences. How do I use determiners and prepositions in a	Writing samples IXL Foundations	Google Docs Little Bird Tales IXL	Magnet Letters Anchor Charts Partner with peer of higher ability Songs Visual aids Sentence models	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

					sentence? Why is it important to vary the sentence structure in my writing?				
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).	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How will knowing letter formation help me to write upper and lower case letters? How do I use a noun in a sentence? How do I use pronouns appropriately in a sentence? How do I use past, present and future to convey verb tenses? How do I use adjectives to add details to my writing? How do I use conjunctions in sentences to avoid run-on sentences. How do I use determiners and prepositions in a sentence? Why is it important to vary the sentence	Writing samples IXL Foundations	Google Docs Little Bird Tales IXL	Magnet Letters Anchor Charts Partner with peer of higher ability Songs Visual aids Sentence models	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

					structure in my writing?				
F. Use frequently occurring adjectives.	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How will knowing letter formation help me to write upper and lower case letters? How do I use a noun in a sentence? How do I use pronouns appropriately in a sentence? How do I use past, present and future to convey verb tenses? How do I use adjectives to add details to my writing? How do I use conjunctions in sentences to avoid run-on sentences. How do I use determiners and prepositions in a sentence? Why is it important to vary the sentence structure in my writing?	Writing samples IXL Foundations	Google Docs Little Bird Tales IXL	Magnet Letters Anchor Charts Partner with peer of higher ability Songs Visual aids Sentence models	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

<p>G. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p>	<p>Mentor Texts Anchor Charts Foundations</p>	<p>Teacher observation Student participation Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>Why is grammar important when speaking or writing? How will knowing letter formation help me to write upper and lower case letters? How do I use a noun in a sentence? How do I use pronouns appropriately in a sentence? How do I use past, present and future to convey verb tenses? How do I use adjectives to add details to my writing? How do I use conjunctions in sentences to avoid run-on sentences. How do I use determiners and prepositions in a sentence? Why is it important to vary the sentence structure in my writing?</p>	<p>Writing samples IXL Foundations</p>	<p>Google Docs Little Bird Tales IXL</p>	<p>Magnet Letters Anchor Charts Partner with peer of higher ability Songs Visual aids Sentence models</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>
<p>H. Use determiners (e.g., articles, demonstratives).</p>	<p>Mentor Texts Anchor Charts</p>	<p>Teacher observation Student</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>Why is grammar important when speaking or writing?</p>	<p>Writing samples IXL</p>	<p>Google Docs Little Bird Tales</p>	<p>Magnet Letters Anchor Charts</p>	<p>CRP.4- Communicate clearly and effectively and</p>

	Fundations	participation Rubric			<p>How will knowing letter formation help me to write upper and lower case letters?</p> <p>How do I use a noun in a sentence?</p> <p>How do I use pronouns appropriately in a sentence?</p> <p>How do I use past, present and future to convey verb tenses?</p> <p>How do I use adjectives to add details to my writing?</p> <p>How do I use conjunctions in sentences to avoid run-on sentences.</p> <p>How do I use determiners and prepositions in a sentence? Why is it important to vary the sentence structure in my writing?</p>	Fundations	IXL	<p>Partner with peer of higher ability</p> <p>Songs</p> <p>Visual aids</p> <p>Sentence models</p>	<p>with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	Mentor Texts Anchor Charts Fundations	Teacher observation Student participation Rubric	Ongoing	All subjects	<p>Why is grammar important when speaking or writing?</p> <p>How will knowing letter formation help</p>	<p>Writing samples</p> <p>IXL</p> <p>Fundations</p>	<p>Google Docs</p> <p>Little Bird Tales</p> <p>IXL</p>	<p>Magnet Letters</p> <p>Anchor Charts</p> <p>Partner with peer of higher ability</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate</p>

					<p>me to write upper and lower case letters?</p> <p>How do I use a noun in a sentence?</p> <p>How do I use pronouns appropriately in a sentence?</p> <p>How do I use past, present and future to convey verb tenses?</p> <p>How do I use adjectives to add details to my writing?</p> <p>How do I use conjunctions in sentences to avoid run-on sentences.</p> <p>How do I use determiners and prepositions in a sentence? Why is it important to vary the sentence structure in my writing?</p>			<p>Songs</p> <p>Visual aids</p> <p>Sentence models</p>	<p>creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>Why is grammar important when speaking or writing?</p> <p>How will knowing letter formation help me to write upper and lower case letters?</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>Little Bird Tales</p> <p>IXL</p>	<p>Magnet Letters</p> <p>Anchor Charts</p> <p>Partner with peer of higher ability</p> <p>Songs</p> <p>Visual aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ</p>

					<p>How do I use a noun in a sentence?</p> <p>How do I use pronouns appropriately in a sentence?</p> <p>How do I use past, present and future to convey verb tenses?</p> <p>How do I use adjectives to add details to my writing?</p> <p>How do I use conjunctions in sentences to avoid run-on sentences.</p> <p>How do I use determiners and prepositions in a sentence? Why is it important to vary the sentence structure in my writing?</p>			<p>Sentence models</p>	<p>valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>Why are conventions important when writing?</p> <p>How does using appropriate capitalization, punctuation, and spelling help my writing?</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>Little Bird Tales</p> <p>IXL</p>	<p>Sentence Frame</p> <p>Visual model of sentence</p> <p>Chunk spelling patterns</p> <p>List of irregular works</p> <p>Personal word notebook</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p>

									CRP.12- Work productively in teams while using cultural global competence
A.Capitalize dates and names of people.	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing?	Writing samples IXL Foundations	Google Docs Little Bird Tales IXL	Sentence Frame Visual model of sentence Chunk spelling patterns List of irregular works Personal word notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Use end punctuation for sentences.	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing?	Writing samples IXL Foundations	Google Docs Little Bird Tales IXL	Sentence Frame Visual model of sentence Chunk spelling patterns List of irregular works Personal word notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

C. Use commas in dates and to separate single words in a series.	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing?	Writing samples IXL Foundations	Google Docs Little Bird Tales IXL	Sentence Frame Visual model of sentence Chunk spelling patterns List of irregular works Personal word notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing?	Writing samples IXL Foundations	Google Docs Little Bird Tales IXL	Sentence Frame Visual model of sentence Chunk spelling patterns List of irregular works Personal word notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
E. Spell untaught words phonetically, drawing on phonemic awareness and	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation	Ongoing	All subjects	Why are conventions important when writing? How does using	Writing samples IXL Foundations	Google Docs Little Bird Tales IXL	Sentence Frame Visual model of sentence Chunk spelling	CRP.4- Communicate clearly and effectively and with reason

spelling conventions.		Rubric			appropriate capitalization, punctuation, and spelling help my writing?			patterns List of irregular works Personal word notebook	CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Vocabulary Acquisition and Use									
L.1.4.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	What strategies can help me determine the meaning of unknown words? How does learning and understanding new words help me become a better speaker, listener, reader, and writer? How does the meaning of a root word change by adding a prefix or suffix?	Writing samples IXL Foundations	Google Docs Little Bird Tales IXL	Teacher-chosen group/peer Personal word notebook with Visual aids	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
A. Use sentence-level context as a clue to the meaning of a word or phrase.	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	What strategies can help me determine the meaning of unknown words? How does	Writing samples IXL Foundations	Google Docs Little Bird Tales IXL	Teacher-chosen group/peer Personal word notebook with Visual aids	CRP.4- Communicate clearly and effectively and with reason CRP.6-

					<p>learning and understanding new words help me become a better speaker, listener, reader, and writer?</p> <p>How does the meaning of a root word change by adding a prefix or suffix?</p>				<p>Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All subjects	<p>What strategies can help me determine the meaning of unknown words?</p> <p>How does learning and understanding new words help me become a better speaker, listener, reader, and writer?</p> <p>How does the meaning of a root word change by adding a prefix or suffix?</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>Little Bird Tales</p> <p>IXL</p>	<p>Teacher-chosen group/peer</p> <p>Personal word notebook with</p> <p>Visual aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All subjects	<p>What strategies can help me determine the meaning of unknown words?</p> <p>How does learning and understanding new words help me become a</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>Little Bird Tales</p> <p>IXL</p>	<p>Teacher-chosen group/peer</p> <p>Personal word notebook with</p> <p>Visual aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p>

					<p>better speaker, listener, reader, and writer?</p> <p>How does the meaning of a root word change by adding a prefix or suffix?</p>				<p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>How do the meanings of words help me sort them into like groups?</p> <p>How do I identify real life connections between words and their use?</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>Little Bird Tales</p> <p>IXL</p>	<p>Visual aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>A.Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Foundations</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>How do the meanings of words help me sort them into like groups?</p> <p>How do I identify real life connections between words and their use?</p>	<p>Writing samples</p> <p>IXL</p> <p>Foundations</p>	<p>Google Docs</p> <p>Little Bird Tales</p> <p>IXL</p>	<p>Visual aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p>

									CRP.12- Work productively in teams while using cultural global competence
B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	How do the meanings of words help me sort them into like groups? How do I identify real life connections between words and their use?	Writing samples IXL Foundations	Google Docs Little Bird Tales IXL	Visual aids	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	Mentor Texts Anchor Charts Foundations	Teacher observation Student participation Rubric	Ongoing	All subjects	How do the meanings of words help me sort them into like groups? How do I identify real life connections between words and their use?	Writing samples IXL Foundations	Google Docs Little Bird Tales IXL	Visual aids	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

<p>D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>Mentor Texts Anchor Charts Foundations</p>	<p>Teacher observation Student participation Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>How do the meanings of words help me sort them into like groups? How do I identify real life connections between words and their use?</p>	<p>Writing samples IXL Foundations</p>	<p>Google Docs Little Bird Tales IXL</p>	<p>Visual aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>Mentor Texts Anchor Charts Foundations</p>	<p>Teacher observation Student participation Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>What strategies will I use to learn and use words? How do I use new words I learn in my language?</p>	<p>Writing samples IXL Foundations</p>	<p>Google Docs Little Bird Tales IXL</p>	<p>Visual aids Personal word notebook</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>