Pacing Guide For ELA Curriculum

Grade 1

Topic	Marking Period	Number of Days
Foundational Skills: Reading Language	Marking Period 1	16 weeks
Foundational Skills: Writing Language	Marking Period 1	16 weeks
Reading Domain	Marking Periods 2, 3, 4	8 weeks
Writing Domain	Marking periods 2, 3, 4	8 weeks
Speaking and Listening Domain	Marking period 1-4	8 weeks

Alpha Public School
ELA Curriculum Map

Grade: 1st Grade

UNIT: Foundational Skills: Reading Language (Print Concepts)

Standard	**Disciplinary Core Ideas / Essential Statement / Objective**
L.RF.1.1	Demonstrate understanding of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Practices / Skills & Lesson / Learning Activities
● Have students look at examples of sentences and identify the first word, capitalization and ending punctuation. Activity One- Building Sentences ● Divide class into small groups or pairs ● Provide each group with a set of sentence building cards containing words (nouns, verbs, and articles) and punctuation marks. ● Have students create simple sentences using the cards, paying attention to the first word, capitalization, and ending punctuation as they build their sentences. Activity Two- Sentence Exploration ● Show pictures representing common nouns to the class ● Have students identify the noun in each picture and use it to create a simple sentence on the whiteboard ● Emphasize the importance of starting the sentence with a capital letter and ending with the correct punctuation. ● Discuss the features of each sentence, including the first word, capitalization, and ending punctuation. Independent Practice ● Students will create their own sentence strips using words from their environment

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
● Student sentence creation / participation ● Teacher observation ● Anecdotal notes ● Student print features ● Review completed sentence strips and whiteboard sentences to evaluate students' ability to recognize and apply capitalization and punctuation rules ● IXL Modules	Writing samples Sentence Strips	● Sentence strips with simple sentences ● Whiteboard and markers ● Pictures representing common nouns (e.g., cat, dog, house) ● Sentence building cards ● Sentence punctuation cards

UNIT: Foundational Skills: Reading Language (Phonological Awareness)

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Standard: L.RF.1.2	**Content Topic:** 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.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Practices / Skills & Lesson / Learning Activities

- Have a discussion on syllables and sounds. Ask questions like, "what are sounds? What are syllables? Can anyone give an example of a single-syllable word?"

Activity One- Syllable Counting

- Show students picture cards with single-syllable words (e.g., cat, dog, bat)
- Ask students to identify the number of syllables in each word by clapping or tapping out the sounds. Emphasize that every syllable must contain a vowel sound.
- Practice counting the syllables together as a class, and provide reinforcement for correct answers

Activity Two- Long and short Vowel Sounds

- Explain the concept of long and short vowel sounds using examples (e.g, "a" in "cake" vs. "cat")
- Play audio recordings of single syllable words with both long and short vowel sounds, and have students identify which vowel sound they hear.
- Provide additional examples and practice opportunities, encouraging students to listen carefully to vowel sounds in each word.

Activity Three- Blending and Segmenting

- Display phonics worksheets with consonant blends and single-syllable words
- Guide students through blending the sounds together to form the complete word. Model this process with a few examples, then have students practice independently.
- After blending, have students segment the words into individual sounds (phonemes)

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
● Student sentence creation / participation ● Teacher observation ● Anecdotal notes ● Worksheets ● Student conferences ● IXL Modules	Student conferences Writing samples / worksheets	● Whiteboard and markers ● Picture cards with single syllable words (e.g., dog, cat, dog, bat) ● Phonics worksheets ● Audio recordings of single-syllable words

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ELA Curriculum Map

UNIT: Foundational Skills: Reading Language (Phonics and Word Recognition)

Standard: L.RF.1.3	**Content Topic:** Know and apply grade-level phonics and word analysis in decoding words.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.1.3.B	Decode regularly spelled one-syllable words
L.RF.1.3.C	Know final-e and common vowel team conventions for representing long vowel sounds.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words
L.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.

Practices / Skills & Lesson / Learning Activities

- Utilize Fry's 1st and 2nd Hundred Words lists for sight word acquisition

Whole Group-

- Ask students to name some consonants and vowels. Introduce the term "consonant digraphs" and explain that they are two letters that make one sound.
- Show the consonant digraph flashcards (sh, ch, th, wh) and say the sound each one makes. Have students repeat after you.
- Display one syllable words containing consonant digraphs (e.g., shop, chip, thin, when) and ask students to read them aloud.

Small Groups

- Distribute word cards with examples of final-e words (e.g., cake, bike, hike) and vowel team flashcards (ai, oa, ee, ea)
- Instruct each group to sort the word cards into two groups; words with final-e and words with vowel teams. Encourage them to discuss the patterns they notice.

Whole Group

- Write two syllable words on the whiteboard (e.g, rabbit, kitten, butter)
- Ask students to identify the vowels in each word and clap the syllables
- Guide the class in breaking down each word into syllables and decoding them using their knowledge of vowel sounds
- Practice reading the words together as a class, emphasizing the vowel sounds

Independent Practice

- Give each student a set of high frequency word cards (e.g., fly, walk, old)
- Instruct students to practice reading the words aloud to themselves or with a partner
- Encourage them to focus on recognizing the regular and irregular parts of each word

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Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
● Student sentence creation / participation ● Teacher observation ● Anecdotal notes ● Worksheets ● Student conferences ● Sorting activity ● IXL Modules	Student conferences Writing samples / worksheets	● Whiteboards and markers ● Consonant digraph flashcards (sh, ch, th, wh) ● Vowel team flashcards (ai, oa, ee, ea) ● Word cars with examples of final-e words (e.g, cake, bike, hike) ● High frequency words cards (e.g., fly, walk, old)

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UNIT: Foundational Skills: Reading Language (Fluency)

Standard: L.RF.1.4	**Content Topic:** Read with sufficient accuracy and fluency to support comprehension

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.RF.1.4.A	Read grade-level text with purpose and understanding.
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Practices / Skills & Lesson / Learning Activities

- Demonstrate proper book handling skills and use classroom library appropriately
- Read independently using repeated readings, patterned texts and picture cues after a whole-class shared reading experience
- Identify and demonstrate effective reading behaviors / habits (e.g., choosing a location, appropriate volume, maining focus and building stamina)
- Recognize that printed material can be organized by various characteristics (genre, reading level, etc)
- Explain major differences between books that tell stories and books that give information
- Identify and model effective listening behaviors (e.g., making eye contact, nodding, thinking of questions to ask, responding)
- Establish guidelines for discussion such as taking turns when speaking and building on other's thoughts, feelings and opinions
- Express ideas and feelings clearly using appropriate tones and volume for the task and situation
- Produce complete sentences to share ideas when appropriate
- Recognize and show respectful behaviors for others' perspectives during discussions
- Participate in independent and community reading experience such as shared, guided, partner, and read aloud
- Establish reading goals (personal and community)
- Establish guidelines for organization, structure, procedures and behaviors during small group and independent skill-based workstations / activities
- Demonstrate understanding of the organization and basic features of print including that text is read left to right, top to bottom, first word, capitalization, and ending punctuation.
- Read grade-appropriate irregularly spelled words
- Ask questions and respond to the comments of others through multiple exchanges

Whole Group

- Model, shared and guided practice of appropriate speaking and listening, procedures and routines, choosing just-right books, use of reading journals and logs
- Posters / anchor charts (classroom listening / sharing rules, classroom procedures)
- Read aloud / model texts
- Literacy centers
- Mini-lessons
- Choral reading of poems and songs
- Sound / picture/ object sort
- Word family activities
- Clapping and tapping activities
- Word ladders
- Word wall activities
- Journaling
- Shared, guided and independent reading
- Author chair

- Think / pair / share
- Demonstrate proper book handling skills and use classroom library appropriately
- Establish reading goals

Individual
- Student teacher reading
- Conferencing
- Journaling
- Guided reading
- Learning center

Small Group
- Group reading logs
- Skill based workstations
- Guided reading groups
- Literacy centers

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Running records ● Check lists ● Reflection ● Anecdotal records ● Teacher observation ● Sign words ● Student participation ● Workstation / literacy center completion / checklist ● Performance tasks ● IXL Modules Summative ● DRA / Running Records ● Sight words ● Comprehension assessments ● Word sorts Alternative ● Performance based ● Project based	● DRA ● Running Records ● NJ Model Curriculum	● Big books ● Poems, songs, e-books, etc ● Read aloud / mentor texts ● Recipe for Reading ● Sight words ● Fundations ● National Geographic ● Scholastic

UNIT: Foundational Skills: Writing Language

Standard: L.WF.1.1	**Content Topic:** Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1)

Strand	**Disciplinary Core Ideas / Essential Statement / Objective**

L.WF.1.1.A	Write the upper and lowercase alphabets from memory.
L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme
L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word
L.WF.1.1.D	Recognize that each syllable is organized around a vowel sound

Practices / Skills & Lesson / Learning Activities

- Identify words with matching initial, medial and final sounds
- Segment words into individual phonemes
- Isolate and produce initial, medial vowel and final sounds in words

Whole Group-

- Review the alphabet with the class with alphabet flashcards
- Discuss difference between upper and lowercase letters, explaining that they represent the same sound
- Introduce the concept of graphemes by showing phonics cards with common graphemes (e.g., “sh”, “ch”, “th”). Explain that these graphemes represent different sounds in words

Activity One- Writing Alphabet

- Distribute whiteboards and markers to each student
- Instruct students to write the uppercase alphabet on one side and the lowercase on the other side from memory

Activity Two- Phoneme Graphemes

- Display phonics cards with common graphemes
- Call out phonemes (sounds) and ask students to identify the corresponding grapheme
- Practice saying words containing those graphemes and encourage students to listen for the specific sounds

Activity three- orally segmenting phonemes

- Show pictures representing single syllable words (e.g, cat, dog, bat)
- Say a word aloud and ask students to orally segment the word into its individual phonemes. For example, for the word “cat”, students would say /k/ /a/ /t/
- Repeat with several words, providing support and encouragement as needed

Activity Four- recognizing syllable structure

- Explain to students that each syllable in a word is organized around a vowel sound
- Choose simple words and ask students to identify the vowel sound in each syllable
- Encourage students to clap or tap along with the syllables in words to help recognize the vowel sounds

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Whiteboard activity ● Running records ● Check lists ● Reflection ● Anecdotal records ● Teacher observation ● Sign words ● Student participation ● Workstation / literacy center	● DRA ● Running Records ● NJ Model Curriculum ● Whiteboard activity	● Big books ● Poems, songs, e-books, etc ● Read aloud / mentor texts ● Recipe for Reading ● Sight words ● Fundations ● National Geographic ● Scholastic

completion / checklist ● Performance tasks ● IXL Modules Summative ● DRA / Running Records ● Sight words ● Comprehension assessments ● Word sorts Alternative ● Performance based ● Project based		

UNIT: Foundational Skills: Writing Language (Spelling)

Standard: L.WF.1.2	**Content Topic:** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.WF.1.2.A	Short vowels and single consonants
L.WF.1.2.B	Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess)
L.WF.1.2.C	Initial and final consonant blends (must, slab, plump)

Practices / Skills & Lesson / Learning Activities

Whole Group-
- Start with short vowel sounds and single consonants
    - Display flashcards with words like cat, dog, sit, run. Read each word together, emphasizing the vowel sounds and consonants
    - Have students practice writing these words on individual whiteboards or in their notebooks
- Move on to consonant graphemes including qu, x and -ck
    - Show flashcards with words like quick, fox, back, etc. Read each word and discuss the sounds made by the letter combinations
    - Practice spelling these words together, emphasizing the graphemes
- Introduce digraphs and doubled letters
    - Display flashcards with words like thin, shop, when, much, off, will, mess, etc.
    - Sound out each word together and discuss the digraphs and doubled letters
    - Have students spell these words aloud and write them down
- Practice initial and final consonant blends
    - Use flashcards with words like must, slab, plump
    - Sound out each word and identify the initial and final consonant blends
    - Have students spell and write these words, focusing on the blends

Independent practice
- Distribute worksheets with word activities
- Student complete the worksheets independently, spelling and encoding words with the targeted phonics

elements

Small Groups-

- Word bingo
- Phonics memory match
- Extra practice worksheets
- Create their own short stories or sentences using words with the targeted phonics elements
- Alphabet flashcards
- Phonics cars with common graphemes (e.g., sh, ch, th
- Pictures representing single syllable words
- Worksheet with words and spaces to write segmented phonemes

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Whiteboard activity ● Running records ● Check lists ● Reflection ● Anecdotal records ● Teacher observation ● Sign words ● Student participation ● Workstation / literacy center completion / checklist ● Performance tasks ● IXL Modules Summative ● DRA / Running Records ● Sight words ● Comprehension assessments ● Word sorts Alternative ● Performance based ● Project based	● DRA ● Running Records ● NJ Model Curriculum ● Whiteboard activity	● Big books ● Poems, songs, e-books, etc ● Read aloud / mentor texts ● Recipe for Reading ● Sight words ● Fundations ● National Geographic ● Scholastic

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard: L.WF.1.3	**Content Topic:** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.WF.1.3.A	Write sentences with increasing complexity

L.WF.1.3.B	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame
L.WF.1.3.C	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names
L.WF.1.3.D	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations
L.WF.1.3.E	Use commas in dates and to separate single words in a series
L.WF.1.3.F	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause
L.WF.1.3.G	Write statements in response to questions, and questions transformed from statements, using conventional word order
L.WF.1.3.H	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how or why
L.WF.1.3.I	Use conjunctions appropriately in sentences (e.g., and, but, so, and because)

Practices / Skills & Lesson / Learning Activities

- Use punctuation to determine pacing and intonation
- Match oral words to printed words
- Identify and demonstrate effective writing behaviors / habits
- Participate in group writing activities such as experience stories, interactive writing, shared, guided and independent writing
- Begin to share ideas for writing through talking, sharing, and drawing
- Apply the relationship between spoken word and print
- Use left to right, top to bottom (directionality) and use appropriate spacing between words
- Use simple sentences to convey ideas
- Continue to use pictures, developmental spelling and conventional text to create writing drafts
- With guidance and support, focus on a topic, respond to questions, and suggestions from peers, and add details and correct end punctuation (e.g., exclamation marks) to sentences
- Begin to use basic punctuation and capitalization
- Demonstrate one on one correspondence when reviewing your writing
- Use pictures to aid and support the telling of a story
- Use letter / sound knowledge in attempt to stretch and write some words
- Share / read their writing with an audience throughout the writing process for the purpose of strengthening their writing
- Identify common, proper, and possessive nouns in a given passage
- Identify verbs in a given passage
- Create basic sentences using subject-verb agreement in speaking and writing
- Print upper and lower case letters
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- Write narratives to develop real or imagined experiences or events through effective technique, well-chosen details, and well-structured event sequences
- Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts
- Use Scholastic Sentence Expansion Wheel Graphic Organizer

Whole Group

- Write thoughts in complete sentences
- Compare and contrast complete and incomplete sentences
- Use appropriate spacing between words

- Begin each sentence with a capital and end with correct punctuation
- Writing prompts
- Mini lessons
- Shared, guided and independent writing
- Journaling
- Creative writing

Independent Practice

- Student teacher writing
- Conferencing
- Journaling
- Learning centers

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Whiteboard activity ● Running records ● Check lists ● Reflection ● Anecdotal records ● Teacher observation ● Sign words ● Student participation ● Workstation / literacy center completion / checklist ● Performance tasks ● IXL Modules Summative ● DRA / Running Records ● Sight words ● Comprehension assessments ● Word sorts Alternative ● Performance based ● Project based	● DRA ● Running Records ● NJ Model Curriculum ● Whiteboard activity	● Big books ● Poems, songs, e-books, etc ● Read aloud / mentor texts ● Recipe for Reading ● Sight words ● Fundations ● National Geographic ● Scholastic

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard	Disciplinary Core Ideas / Essential Statement / Objective
L.KL.K.1.	With prompting and support, develop knowledge of language and conventions when speaking and listening.

Practices / Skills & Lesson / Learning Activities
Whole Group- ● Vocabulary Unit- ○ Show students picture cards depicting different scenes or objects ○ Encourage students to describe what they see in the pictures using appropriate vocabulary ○ Model correct language use and conventions while describing the pictures ○ Prompt students to listen carefully to their classmates as they describe the pictures Small Group- ● Sentence Building- provide each group with a set of sentence strips containing simple sentences ● Instruct students to arrange the sentence strips in the correct order to form complete sentences ● Encourage students to discuss and collaborate within their groups Independent Practice- ● Provide students with blank sentence strips and encourage the to write their own sentences ● Allow students to share their sentences with the class, practicing speaking and listening skills

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Whiteboard activity ● Running records ● Check lists ● Reflection ● Anecdotal records ● Teacher observation ● Sign words ● Student participation ● Workstation / literacy center completion / checklist ● Performance tasks ● IXL Modules Summative ● DRA / Running Records ● Sight words ● Comprehension assessments ● Word sorts Alternative ● Performance based ● Project based	● DRA ● Running Records ● NJ Model Curriculum ● Whiteboard activity	● Big books ● Poems, songs, e-books, etc ● Read aloud / mentor texts ● Recipe for Reading ● Sight words ● Fundations ● National Geographic ● Scholastic ● Picture cards depicting various scenes or objects (food, animals, activities) ● Whiteboard and markers ● Sentence strips

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard: L.VL.1.2	**Content Topic:** Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content

Alpha Public School
ELA Curriculum Map

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.Vl.1.2.A	Choose flexibly from an array of strategies to determine the meaning of words and phrases
L.VL.1.2.B	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

Practices / Skills & Lesson / Learning Activities
● Reread as necessary to confirm and self-correct word recognition and understanding ● Use letter sound information and pictures (visual) meaning (semantics) and / or language (syntax) to comprehend text ● Monitor and self-correct to make sure reading makes sense ● Read text orally with accuracy, appropriate rate and expression ● Use punctuation to determine pacing and intonation ● Use cross checking for reading strategies to confirm word recognition and meaning ● Match oral words to printed words ● Recognize and read high frequency words with automaticity to aid comprehension ● Encode and decode the graphic symbols for phonemes in initial medial and final positions (CVC words) ● Read grade level appropriate high frequency word in and out of context

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Whiteboard activity ● Running records ● Check lists ● Reflection ● Anecdotal records ● Teacher observation ● Sign words ● Student participation ● Workstation / literacy center completion / checklist ● Performance tasks ● IXL Modules Summative ● DRA / Running Records ● Sight words ● Comprehension assessments ● Word sorts Alternative ● Performance based ● Project based	● DRA ● Running Records ● NJ Model Curriculum ● Whiteboard activity	● Big books ● Poems, songs, e-books, etc ● Read aloud / mentor texts ● Recipe for Reading ● Sight words ● Fundations ● National Geographic ● Scholastic

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UNIT: Foundational Skills: Writing Language (Sentence Composition[Grammar, Syntax, and Punctuation])

Standard: L.VI.1.3	**Content Topic:** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.VI.1.3.A	Identify word and phrases in stories or poems that suggest feelings or appeal to the senses
L.VI.1.3.B	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent
L.VI.1.3.C	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims, a tiger is a large cat with stripes)
L.VI.1.3.D	Identify real-life connections between words and their use (e.g,, note places at home that are cozy).
L.VI.3.E	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Practices / Skills & Lesson / Learning Activities

Whole Group-

- Discuss the concept of figurative language by providing examples from familiar stories or poems (e.g., “the sun smiled down on the flowers” where “smiled” is used to describe the sun)
- Ask students to share any words or phrases they’ve encountered that made them imagine something or feel a certain way
- Read a short story or poem to the class, highlighting examples of figurative language and sensory words
- Pause after each example to discuss what the words suggest or how they appeal to the senses

Independent / Shared Practice

- Introduce the concept of word categories (e.g., colors, clothing) using word cards or pictures
- Provide students with a set of word cards and ask them to sort them into the appropriate categories
- Show pictures representing different real-life scenes (e.g,, a cozy home, a bustling city street)
- Ask students to identify words that could describe the scenes or objects in the pictures
- Ask students to make connections between the words and their personal experiences or observations
- Introduce sets of words cards with verbs and adjectives differing in meaning (e.g, look, peek, glance, stare, glare, scowl, large, gigantic)
- Discuss the subtle differences in meaning between each word in a set
- Engage students in activities where they define or act out the meanings of the words, emphasizing the nuances in their usage

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Whiteboard activity ● Running records	● DRA ● Running Records ● NJ Model Curriculum	● Big books ● Poems, songs, e-books, etc ● Read aloud / mentor texts

● Check lists ● Reflection ● Anecdotal records ● Teacher observation ● Sign words ● Student participation ● Workstation / literacy center completion / checklist ● Performance tasks ● IXL Modules Summative ● DRA / Running Records ● Sight words ● Comprehension assessments ● Word sorts Alternative ● Performance based ● Project based -student participation by sorting words into categories -student comprehension of shades of meaning	● Whiteboard activity	● Recipe for Reading ● Sight words ● Fundations ● National Geographic ● Scholastic

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.2.CS.1- Select and operate computing device that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.3- Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. 8.1.2.DA.3- Identify and describe patterns in data visualizations 8.1.2.DA.4- Make predictions based on data using charts or graphs 8.1.2.AP.4- Break down a task into a sequence of steps	Science- 1-PS4-4-people also use a variety of devices to communicate (send and receive information) over long distances (PS4.C) SS-6.1.2.Civics PD.1- When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Refer to IEPS for more specific accommodations and modifications for special education students ● Refer to 504 plans for more specific accommodations and	● Graphic organizers ● Visual Aids ● Peer help / interactions ● Speaking slowly and distinctly	● Text at higher levels ● Student centered projects ● Independent study

modifications ● Workshop Model ● Students read at independent level ● Conferencing ● Small group instruction ● Use of EZ reader		

UNIT: READING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how)
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how)
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how)
R1.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how)
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g, follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings,table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading or a range of text types.
RL.PP.1.5	Identify who is telling the story at various points in a text
RI.PP.1.5	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting or events
RI.MF.16	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
RL.CT.1.8	Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)
RI.CT.1.8	Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures)

Practices / Skills & Lesson / Learning Activities
● Students will be able to read and analyze a drama and its textual features ● Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text ● Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts ● Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts ● Use precise language and domain specific vocabulary to inform about or explain the topic ● Identify and compare the features of fictional and information texts ● Ask and answer questions about important details in texts ● Use facts in texts to answer questions about the topic ● Identify the main topic and retell important details ● Make connections between two individuals, events, ideas or pieces of information in texts ● Know and use text features to find information about a topic ● Distinguish between information provided by pictures, illustrations and information provided by the words ● Use illustrations and details in a text to describe its key ideas ● Identify reasons an author gives to support points in a text ● Identify similarities and differences between two texts on the same topic ● Use the three types (text to self, text to text, text to world) of connections to enhance comprehension ● Ask questions to clarify meaning Whole Group- ● Mini lessons ● Read aloud / model texts ● Text browsing (locate parts of a text) Independent practice- ● Literacy centers ● Guided independent reading ● Conferencing ● journaling Small groups- ● Literacy centers ● Guided independent reading

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Whiteboard activity ● Running records ● Check lists ● Reflection ● Anecdotal records ● Teacher observation ● Sign words	● DRA ● Running Records ● NJ Model Curriculum ● Whiteboard activity	● Big books ● Poems, songs, e-books, etc ● Read aloud / mentor texts ● Recipe for Reading ● Sight words ● Fundations ● National Geographic ● Scholastic

● Student participation ● Workstation / literacy center completion / checklist ● Performance tasks ● IXL Modules Summative ● DRA / Running Records ● Sight words ● Comprehension assessments ● Word sorts Alternative ● Performance based ● Project based		

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.2.CS.1- Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.3- Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. 8.1.2.DA.3- Identify and describe patterns in data visualizations 8.1.2.DA.4- Make predictions based on data using charts or graphs 8.1.2.AP.4- Break down a task into a sequence of steps	SS-6.1.2.GeoGL.1-Global interconnections occur between human and physical systems across different regions of the world. Science-***1-LS1-1-*** --All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow (LS1.A) Science-***1-LS1-1-*** -- Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs (LS1.D)

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Refer to IEPS for more specific accommodations and modifications for special education students ● Refer to 504 plans for more specific accommodations and modifications ● Workshop Model ● Students read at independent level ● Conferencing ● Small group instruction ● Use of EZ reader	● Graphic organizers ● Visual Aids ● Peer help / interactions ● Speaking slowly and distinctly	● Text at higher levels ● Student centered projects ● Independent study

UNIT: WRITING DOMAIN

Standard: W.AW.1.1	**Content Topic:** With prompts and support, write opinion pieces on a topic or text.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.AW.1.1.A	Introduce an opinion.
W.AW.1.1.B	Support the opinion with facts or other information and examples related to the topic.
W.AW.1.1.C	Provide a conclusion.

Practices / Skills & Lesson / Learning Activities

- Recall information from experiences or gather information from resources to offer an opinion on a topic through writing
- Gather information from multiple resources to inform / explain a topic through writing
- Compose an opinion piece that names a topic / book, states an opinion, and supplies reasons
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- Focus on a topic with guidance and support
- Use strategies / organizers to plan an opinion piece of writing
- Use temporal words (first, next, then)
- Provide a sense of closure
- Capitalize names of people
- Use end punctuation
- Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify and use frequently occurring adjectives to improve speaking and writing
- Create basic sentences using subject / verb agreement in speaking and writing
- Use frequently occurring conjunctions when speaking or writing

Whole Group-

- Model, shared and guided practice of opinion writing
- Posters / anchor charts
- Word ladders
- Word wall activities
- Writing prompts
- Journaling
- Shared, guided and independent writing

Independent Practice

- Student teacher writing
- Conferences
- Journaling
- Guided writing

Small Groups

- Skill based workstations
- Literacy centers

Alpha Public School
ELA Curriculum Map

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Check lists / folders ● Reflection ● Anecdotal records ● Teacher observation ● Sight words ● Work samples ● Student participation ● NJ Model curriculum writing continuum ● NJ model curriculum story rubric ● Writing conferences ● Graphic organizers ● Writing portfolio ● Writing checklist ● Rubrics Summative- ● Sight words ● Word sorts ● Writing samples Alternative- ● Performance task ● Project based task	● NJ Model curriculum Writing task: sentence dictation ● Writing samples ● Teacher conferences	● Big books ● Poems, songs, e-books ● Read alouds / mentor text ● Becoming a writer ● Sight words ● Writing Fundamentals: Lucy Calkins ● fundations

UNIT: WRITING DOMAIN

Standard: W.IW.1.2	**Content Topic:** With prompts and support, write informative / explanatory texts to examine a topic and convey ideas and information.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.IW.1.2.A	Introduce an opinion.
W.IW.1.2.B	Develop the topic with facts or other information and examples related to the topic
W.IW.1.2.C	Provide a conclusion.

Practices / Skills & Lesson / Learning Activities
● Participate in shared research and writing project ● Research information about a topic by exploring several sources ● Write informative / explanatory text to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content ● Write informative / explanatory texts in which they name a topic, supply some facts about a topic, and provide some sense of closure

- Use strategies / organizers to plan research-based writing
- Gather information from resources to inform / explain a topic through writing
- Compose a research based piece that names a topic and gives facts about it
- Provide a sense of closure
- Capitalize names of people
- Use end punctuation
- Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify and use frequently occurring adjectives to improve speaking and writing
- Create basic sentences using subject / verb agreement in speaking and writing
- Use frequently occurring conjunctions when speaking or writing
- Share / read their research report with an audience through the writing process for the purpose of strengthening their writing

Whole Group-

- Model, shared and guided practice of opinion writing
- Posters / anchor charts
- Word ladders
- Word wall activities
- Writing prompts
- Journaling
- Shared, guided and independent writing

Independent Practice

- Student teacher writing
- Conferences
- Journaling
- Guided writing

Small Groups

- Skill based workstations
- Literacy centers

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Check lists / folders ● Reflection ● Anecdotal records ● Teacher observation ● Sight words ● Work samples ● Student participation ● NJ Model curriculum writing continuum ● NJ model curriculum story rubric ● Writing conferences ● Graphic organizers ● Writing portfolio ● Writing checklist ● Rubrics Summative- ● Sight words	● NJ Model curriculum Writing task: sentence dictation ● Writing samples ● Teacher conferences	● Big books ● Poems, songs, e-books ● Read alouds / mentor text ● Becoming a writer ● Sight words ● Writing Fundamentals: Lucy Calkins ● fundations

● Word sorts ● Writing samples Alternative- ● Performance task ● Project based task		

UNIT: WRITING DOMAIN

Standard: W.NW.1.3	**Content Topic:** With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.NW.1.3.A	Using words and pictures, establish a situation and / or introduce characters; organize an event sequence
W.NW.1.3.B.	Provide dialogue and / or description and details of experiences, events, or characters
W.NW.1.3.C	Use transitional words to manage the sequence of events
W.NW.1.3.D	Provide a reaction to the experiences or events

Practices / Skills & Lesson / Learning Activities

- Focus on a topic with guidance and support
- Use strategies / organizers to plan a narrative piece of writing
- Identify characters about whom to tell a story and include details to describe them
- Determine the setting of their piece and include information to communicate location and time to the reader
- Develop the problem to be solved or the goal to be achieved in fictional narrative
- Compose a fictional narrative that includes character(s), setting, problem and solution, recounting two or more sequenced events
- Use temporal words (first, next, then)
- Add details, including illustration, to strengthen writing
- Plan a beginning, middle and end
- Provide a sense of closure
- Respond to questions / suggestions from peers / adults
- Capitalize names of people
- Use end punctuation
- Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify and use frequently occurring adjectives to improve speaking and writing
- Create basic sentences using subject / verb agreement in speaking and writing
- Use frequently occurring conjunctions when speaking or writing

Whole Group-

- Model, shared and guided practice of opinion writing
- Posters / anchor charts
- Word ladders
- Word wall activities
- Writing prompts
- Journaling
- Shared, guided and independent writing

Independent Practice

- Student teacher writing
- Conferences
- Journaling
- Guided writing

Small Groups

- Skill based workstations
- Literacy centers

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Check lists / folders ● Reflection ● Anecdotal records ● Teacher observation ● Sight words ● Work samples ● Student participation ● NJ Model curriculum writing continuum ● NJ model curriculum story rubric ● Writing conferences ● Graphic organizers ● Writing portfolio ● Writing checklist ● Rubrics Summative- ● Sight words ● Word sorts ● Writing samples Alternative- ● Performance task ● Project based task	● NJ Model curriculum Writing task: sentence dictation ● Writing samples ● Teacher conferences	● Big books ● Poems, songs, e-books ● Read alouds / mentor text ● Becoming a writer ● Sight words ● Writing Fundamentals: Lucy Calkins ● fundations

UNIT: WRITING DOMAIN

Standard: W.WP.1.4	**Content Topic:** With prompts and support, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.WP.1.4.A	With prompts and supports, identify audience and purpose before writing
W.WP.1.4.B	With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

Practices / Skills & Lesson / Learning Activities
● Focus on a topic with guidance and support ● Use strategies / organizers to plan a narrative piece of writing ● Identify characters about whom to tell a story and include details to describe them ● Determine the setting of their piece and include information to communicate location and time to the reader ● Develop the problem to be solved or the goal to be achieved in fictional narrative ● Compose a fictional narrative that includes character(s), setting, problem and solution, recounting two or more sequenced events ● Use temporal words (first, next, then) ● Add details, including illustration, to strengthen writing ● Plan a beginning, middle and end ● Provide a sense of closure ● Respond to questions / suggestions from peers / adults ● Capitalize names of people ● Use end punctuation ● Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words ● Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions ● Identify and use frequently occurring adjectives to improve speaking and writing ● Create basic sentences using subject / verb agreement in speaking and writing ● Use frequently occurring conjunctions when speaking or writing Whole Group- ● Model, shared and guided practice of opinion writing ● Posters / anchor charts ● Word ladders ● Word wall activities ● Writing prompts ● Journaling ● Shared, guided and independent writing Independent Practice ● Student teacher writing ● Conferences ● Journaling ● Guided writing Small Groups ● Skill based workstations ● Literacy centers

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Check lists / folders ● Reflection ● Anecdotal records ● Teacher observation ● Sight words ● Work samples ● Student participation ● NJ Model curriculum writing continuum ● NJ model curriculum story	● NJ Model curriculum Writing task: sentence dictation ● Writing samples ● Teacher conferences	● Big books ● Poems, songs, e-books ● Read alouds / mentor text ● Becoming a writer ● Sight words ● Writing Fundamentals: Lucy Calkins ● fundations

rubric ● Writing conferences ● Graphic organizers ● Writing portfolio ● Writing checklist ● Rubrics ● IXL Modules Summative- ● Sight words ● Word sorts ● Writing samples Alternative- ● Performance task ● Project based task		

UNIT: WRITING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
W.WR.1.5	With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic
W.SE.1.6	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks

Practices / Skills & Lesson / Learning Activities
● Participate in shared research and writing project ● Research information about a topic by exploring several sources ● Write informative / explanatory text to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content ● Write informative / explanatory texts in which they name a topic, supply some facts about a topic, and provide some sense of closure ● Use strategies / organizers to plan research-based writing ● Gather information from resources to inform / explain a topic through writing ● Compose a research based piece that names a topic and gives facts about it ● Provide a sense of closure ● Capitalize names of people ● Use end punctuation ● Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words ● Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions ● Identify and use frequently occurring adjectives to improve speaking and writing ● Create basic sentences using subject / verb agreement in speaking and writing ● Use frequently occurring conjunctions when speaking or writing

- Share / read their research report with an audience through the writing process for the purpose of strengthening their writing

Whole Group-
- Model, shared and guided practice of opinion writing
- Posters / anchor charts
- Word ladders
- Word wall activities
- Writing prompts
- Journaling
- Shared, guided and independent writing

Independent Practice
- Student teacher writing
- Conferences
- Journaling
- Guided writing

Small Groups
- Skill based workstations
- Literacy centers

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Check lists / folders ● Reflection ● Anecdotal records ● Teacher observation ● Sight words ● Work samples ● Student participation ● NJ Model curriculum writing continuum ● NJ model curriculum story rubric ● Writing conferences ● Graphic organizers ● Writing portfolio ● Writing checklist ● Rubrics ● IXL Modules Summative- ● Sight words ● Word sorts ● Writing samples Alternative- ● Performance task ● Project based task	● NJ Model curriculum Writing task: sentence dictation ● Writing samples ● Teacher conferences	● Big books ● Poems, songs, e-books ● Read alouds / mentor text ● Becoming a writer ● Sight words ● Writing Fundamentals: Lucy Calkins ● fundations

Technology (NJSLS standard 8)	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
8.1.2.CS.1- Select and operate	SS-6.1.2.GeoGL.1-Global interconnections occur between human and

computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.3- Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. 8.1.2.DA.3- Identify and describe patterns in data visualizations 8.1.2.DA.4- Make predictions based on data using charts or graphs 8.1.2.AP.4- Break down a task into a sequence of steps	physical systems across different regions of the world. Science-***1-LS1-1-*** --All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow (LS1.A) Science-***1-LS1-1-*** -- Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs (LS1.D)

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Refer to IEPS for more specific accommodations and modifications for special education students ● Refer to 504 plans for more specific accommodations and modifications ● Workshop Model ● Students read at independent level ● Conferencing ● Small group instruction ● Use of EZ reader	● Graphic organizers ● Visual Aids ● Peer help / interactions ● Speaking slowly and distinctly	● Text at higher levels ● Student centered projects ● Independent study

UNIT: SPEAKING AND LISTENING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
SL.PE.1.1.A	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Follow agreed upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.PE.1.1.B	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Build on others' talk in conversations by responding to the comments of others through multiple exchanges
SL.PE.1.1.C	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media

SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.UM.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.
SL.AS.1.6	Produce complete sentences when appropriate to task and situation

Practices / Skills & Lesson / Learning Activities

- Participate in shared research and writing project
- Research information about a topic by exploring several sources
- Write informative / explanatory text to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Write informative / explanatory texts in which they name a topic, supply some facts about a topic, and provide some sense of closure
- Use strategies / organizers to plan research-based writing
- Gather information from resources to inform / explain a topic through writing
- Compose a research based piece that names a topic and gives facts about it
- Provide a sense of closure
- Capitalize names of people
- Use end punctuation
- Use conventional spelling in words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Identify and use frequently occurring adjectives to improve speaking and writing
- Create basic sentences using subject / verb agreement in speaking and writing
- Use frequently occurring conjunctions when speaking or writing
- Share / read their research report with an audience through the writing process for the purpose of strengthening their writing

Whole Group-

- Model, shared and guided practice of opinion writing
- Posters / anchor charts
- Word ladders
- Word wall activities
- Writing prompts
- Journaling
- Shared, guided and independent writing

Independent Practice

- Student teacher writing
- Conferences
- Journaling
- Guided writing

Small Groups

- Skill based workstations
- Literacy centers

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at

		each grade level)
Formative- ● Check lists / folders ● Reflection ● Anecdotal records ● Teacher observation ● Sight words ● Work samples ● Student participation ● NJ Model curriculum writing continuum ● NJ model curriculum story rubric ● Writing conferences ● Graphic organizers ● Writing portfolio ● Writing checklist ● Rubrics Summative- ● Sight words ● Word sorts ● Writing samples Alternative- ● Performance task ● Project based task	● NJ Model curriculum Writing task: sentence dictation ● Writing samples ● Teacher conferences	● Big books ● Poems, songs, e-books ● Read alouds / mentor text ● Becoming a writer ● Sight words ● Writing Fundamentals: Lucy Calkins ● Fundations

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.2.CS.1- Select and operate computing device that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.NI.3- Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others. 8.1.2.DA.3- Identify and describe patterns in data visualizations 8.1.2.DA.4- Make predictions based on data using charts or graphs 8.1.2.AP.4- Break down a task into a sequence of steps	SS-6.1.2.GeoGL.1-Global interconnections occur between human and physical systems across different regions of the world. Science-***1-LS1-1-*** --All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow (LS1.A) Science-***1-LS1-1-*** -- Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs (LS1.D)

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Refer to IEPS for more specific accommodations and modifications	● Graphic organizers ● Visual Aids	● Text at higher levels ● Student centered projects

for special education students ● Refer to 504 plans for more specific accommodations and modifications ● Workshop Model ● Students read at independent level ● Conferencing ● Small group instruction ● Use of EZ reader	● Peer help / interactions ● Speaking slowly and distinctly	● Independent study

For all ELA units:

21st Century Education (NJSLS Standard 9)	**Career Education**
<u>THEMES:</u> Global Awareness Civic Literacy Environmental Literacy Communication Collaboration Media Literacy <u>SKILLS:</u> CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence	-Arts, A/V Technology & Communication -Government and Public Administration -Education and Training -Health Science -Human Services