

Quinton Township School District
English Language Arts
Grade 1

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Unit	1	Unit Title:	At School	Pacing:	30 Days
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Unit Summary: This unit serves as an introduction to new procedures and structure of students' literacy learning block. Students learn how to sit in a whole group lesson, how to participate in independent reading time, how to move through learning centers, as well as how to work both in small groups and independently. Embedded in this unit is a review of key kindergarten phonics skills such as consonant sounds, short vowel sounds, blending and segmenting CVC words, beginning blends, fluency, comprehension, and basic sentence structure. Students also work on comprehension skills, such as understanding what key details are and how to find them in the text, as well as understanding and locating story elements in both familiar and new stories. This unit is tightly tied to our first social studies unit focusing on rules, laws, and community/government roles.

Objectives:

Language

- Identify rhyme.
- Isolate and blend phonemes.
- Identify and read high frequency words: *does, not, school, what*.
- Participate in collaborative conversations.
- Ask and answer questions to gather or clarify information.
- Present information orally using complete sentences.
- Acquire and use grade-appropriate academic vocabulary.
- Identify real-life connections between words and their use.

Reading

- Identify and describe the characters in a story.
- Retell a story to enhance comprehension.
- Read prose and poetry appropriate for grade-level.
- Read with accuracy and fluency.
- Identify stanzas and line breaks in poems.
- Identify the topic of and relevant details in a text.
- Compare and contrast two texts on the same topic.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Writing

- Form and use complete simple sentences.
- Capitalize sentences.
- Spell words with short *a*.
- Write expository texts about a topic, using a source, providing facts and a sense of closure.

Essential Questions:

How does a strong reader use strategies to build fluency and comprehension?

How do writers share their ideas effectively with others?

How do I contribute to a community of readers and writers?

How do I communicate clearly with my peers?

New Jersey Student Learning Standards**Language Learning Targets:**

L.RF.1.1, L.RF.K.1, L.RF.1.2.B, L.RF.1.2.C, L.RF.1.2.D, L.RF.1.3.A, L.RF.1.3.B, L.RF.1.3.D, L.RF.1.3.F, L.RF.1.3.G, L.RF.1.4.A, L.RF.1.4.B, L.RF.1.4.C

L.WF.1.1.A, L.WF.1.1.B, L.WF.1.1.C, L.WF.1.1.D, L.WF.1.2.A, L.WF.1.2.C, L.WF.1.3.A, L.WF.1.3.C, L.WF.1.3.D, L.WF.1.3.F, L.WF.1.3.G, L.WF.1.3.I

L.KL.1.1, L.VL.1.2.A, L.VL.1.2.B, L.VI.1.3.A, L.VI.1.3.B, L.VI.1.3.C, L.VI.1.3.D

Reading Learning Targets: RL.CR.1.1, RI.CR.1.1, RL.CI.1.2, RI.CI.1.2, RL.IT.1.3, RI.IT.1.3, RL.TS.1.4, RI.TS.1.4, RL.PP.1.5, RI.PP.1.5, RL.MF.1.6, RI.MF.1.6, RL.CT.1.8, RI.CT.1.8

Writing Learning Targets: W.AW.1.1.A, W.AW.1.1.B, W.IW.1.2.B, W.NW.1.3.A, W.NW.1.3.B, W.NW.1.3.C, W.WP.1.4.A, W.WP.1.4.B, W.WR.1.5, W.SE.1.6, W.RW.1.7

Speaking/Listening: SL.PE.1.1.A, SL.PE.1.1.B, SL.PE.1.1.C, SL.II.1.2, SL.ES.1.3, SL.PI.1.4, SL.UM.1.5, SL.AS.1.6

Cross Curricular Standards: 9.1.2.CR.1, 9.1.2.CR.2, 9.1.4.A.1, 8.1.2.AP.4, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><u>Word Work</u></p> <p>Phonological/Phonemic Awareness: Identify Rhyme; Phoneme Isolation, Blending, and Segmentation; Alliteration; Phoneme Blending, Categorization, and Segmentation; Contrast Vowel Sounds; Phoneme Blending, Substitution, and Segmentation; Identify and Produce Rhyme; Phoneme Categorization, Segmentation, Deletion, and Blending</p> <p>Phonics/Spelling: Short <i>a</i>, Short <i>i</i>, Beginning Consonant Blends: <i>l</i>-blends, Short <i>o</i>, Beginning Consonant Blends: <i>r</i>-blends and <i>s</i>-blends</p> <p>Structural Analysis: Inflectional Ending <i>-s</i>, Double Final Consonants, <i>-s</i> (Plural Nouns), Alphabetical Order (one letter), Possessives</p> <p>Handwriting: Upper- and Lowercase <i>Aa</i>, Upper- and Lowercase <i>Ii</i>, Upper- and Lowercase <i>Ll</i>, Upper- and Lowercase <i>Oo</i>, Upper- and Lowercase <i>Ss</i></p> <p>High Frequency Words: <i>does</i>,</p>	<p><i>Wonders</i> Teacher’s Manual (McGraw Hill, 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p>Assessment Sampler</p> <p>Phonics First, Brainspring</p> <p><i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters</p> <p>Activity Cards</p> <p>Vocabulary/Spelling Cards</p> <p>Reading/Writing Companion</p> <p>Leveled Readers</p> <p>Leveled-Reader Lesson Cards</p> <p>Literature Anthology</p> <p>Big Books</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p>Go <i>Wonders</i> Online Tools and Games</p> <p><i>Wonders</i> Interactive Student Edition</p> <p>Epic Books</p> <p>Splash Learn</p> <p>TeachYourMonster</p> <p>IXL</p>
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Fountas and Pinnell Running Record ● Journals ● Exit Tickets ● Student Practice Pages ● Writing Drafts ● Progress Monitoring ● Student Self Assessment 	<p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Topic tests ● MAP testing ● Fountas and Pinnell Testing ● School-Wide Writing Assessment - Pre ● Final Drafts ● Benchmark Assessment

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Check for success during lessons with questions and response prompts. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Incorporate multi-sensory strategies in phonics instruction. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Invite students to after-school tutoring sessions. • Translate printed communications in native language for parents. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Utilize the <i>Wonders</i> ELL Small Group Guide. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Provide after-school tutoring services. • Utilize <i>Wonders</i> remediation strategies and leveled readers. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Promote self-initiated and self-directed learning for growth through independent projects. • Utilize <i>Wonders</i> Enrichment Opportunities projects and resources. • Challenge students with age-appropriate books at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).
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Quinton Township School District
English Language Arts
Grade 1

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Unit	2	Unit Title:	Jobs Around Town	Pacing:	30 Days
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Unit Summary: This unit teaches students that great stories have characters that face problems, overcome them, and then develop solutions. Students will read and analyze stories about real life jobs, places, and people. As writers, they draft informative essays and sentences about places and people in their communities, revising their writing while participating in small group, independent, and paired reading and writing activities. They sequence their informative writings by adding temporal words and extend their writing by adding details about their topics.

Objectives:

Language

- Identify and use nouns.
- Apply use of commas in a series correctly.
- Spell words with short vowel sounds.
- Segment, isolate, and blend phonemes.
- Acquire and use grade-appropriate academic vocabulary.
- Identify real-life connections between words and their use.
- Participate in collaborative conversations.
- Ask and answer questions to gather or clarify information.
- Use common and proper nouns.
- Form and use regular and frequently occurring irregular plural nouns.

Reading

- Read with accuracy and automaticity.
- Identify and describe the main story elements in a story.
- Retell a text to enhance comprehension.
- Locate title, author, and illustrator.
- Recall or gather information to answer a question.
- Read prose and poetry appropriately complex for grade 1.
- Use text features including captions to locate key facts or information.
- Compare and contrast two texts on the same topic.
- Identify stanzas and line breaks in poems.
- Explain similarities and differences between information provided in visuals and words in an informational text.
- Use text features including maps to locate key facts or information.
- Identify the topic of and relevant details in a text.

Writing

- Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.
- Write expository texts about a topic, using a source, providing facts and a sense of closure.
- Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
- Respond to suggestions from peers.
- Add details to strengthen writing.
- Use digital tools to produce and publish writing.

Essential Questions:

How does a strong reader use strategies to build fluency and comprehension?

How do writers share their ideas effectively with others?

How do I contribute to a community of readers and writers?

How do I communicate clearly with my peers?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.1.1, L.RF.K.1, L.RF.1.2.A, L.RF.1.2.B, L.RF.1.2.C, L.RF.1.2.D, L.RF.1.3.A, L.RF.1.3.B, L.RF.1.3.D, L.RF.1.3.E, L.RF.1.3.F, L.RF.1.3.G, L.RF.1.4.A, L.RF.1.4.B, L.RF.1.4.C

L.WF.1.1.A, L.WF.1.1.B, L.WF.1.1.C, L.WF.1.1.D, L.WF.1.2.A, L.WF.1.2.B, L.WF.1.2.C, L.WF.1.3.A, L.WF.1.3.B, L.WF.1.3.C, L.WF.1.3.D, L.WF.1.3.F, L.WF.1.3.G, L.WF.1.3.H

L.KL.1.1, L.VL.1.2.A, L.VL.1.2.B, L.VI.1.3.D, L.VI.1.3.E

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Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><u>Word Work</u></p> <p>Phonological/Phonemic Awareness: Phoneme Blending, Isolation, and Segmentation; Identify and Produce Rhyme; Phoneme Identity, Blending, and Segmentation; Phoneme Blending, Substitution, Categorization, and Segmentation; Phoneme Isolation, Categorization, Blending, and Segmentation; Phoneme Segmentation, Addition, and Blending</p> <p>Phonics/Spelling: Short <i>e</i> spelled <i>e</i> and <i>ea</i>, Short <i>u</i>, Ending Consonant Blends, Consonant Digraphs <i>sh</i>, <i>th</i>, <i>-ng</i>, Consonant Digraphs <i>ch</i>, <i>-tch</i>, <i>wh</i>, <i>ph</i></p> <p>Handwriting: Upper- and Lowercase <i>Ee</i>, Inflectional Ending <i>-ed</i>, Upper- and Lowercase <i>Uu</i>, Upper- and Lowercase <i>Tt</i>, Upper- and Lowercase <i>Ff</i>, Upper- and Lowercase <i>Cc</i></p> <p>Structural Analysis: Inflectional Ending <i>-ed</i> (no spelling change), Contractions with ‘s, Inflectional Ending -</p>	<p><i>Wonders</i> Teacher’s Manual (McGraw Hill, 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p>Assessment Sampler</p> <p>Phonics First, Brainspring</p> <p><i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters</p> <p>Activity Cards</p> <p>Vocabulary/Spelling Cards</p> <p>Reading/Writing Companion</p> <p>Leveled Readers</p> <p>Leveled-Reader Lesson Cards</p> <p>Literature Anthology</p> <p>Big Books</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p>Go <i>Wonders</i> Online Tools and Games</p> <p><i>Wonders</i> Interactive Student Edition</p> <p>Epic Books</p> <p>Splash Learn</p> <p>TeachYourMonster</p> <p>IXL</p>
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Formative Assessment Plan	Summative Assessment Plan
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Special Education	ELL	At Risk	Gifted and Talented

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Quinton Township School District
English Language Arts
Grade 1

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Unit	3	Unit Title:	What Time Is It?	Pacing:	30 Days
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Unit Summary: In this unit, students focus on reading fiction and nonfiction stories to find the main idea and key details in text. Students further develop their ability to retell the important facts about text in both fiction and nonfiction texts, as well as summarize a text. They compare and contrast characters as well as identify the similarities and differences between two informational texts on the same topic. Students will use problem-solving strategies to figure out unfamiliar words and visualize to help them understand information in a text. As writers, students will draft expository texts while incorporating key details that help describe how to do something that they are familiar with. Student’s prior knowledge of factual information, main ideas, and key details support their ability to factually describe how to do something they enjoy.

Objectives:

Language

- Locate title, author, and illustrator.
- Participate in collaborative conversations.
- Ask and answer questions to gather or clarify information.
- Present information orally using complete sentences.
- Acquire and use grade-appropriate academic vocabulary.
- Identify real-life connections between words and their use.

Reading

- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Make and confirm predictions.
- Read with accuracy and automaticity.
- identify and describe the main story elements in a story.
- Retell a story to enhance comprehension.
- Use text features including bold print to locate key facts or information.
- Compare and contrast two texts on the same topic.
- Identify and describe the sequence of events in a story.
- Use text features including diagrams to locate key facts or information.
- Identify and explain the moral of a story.
- Identify and explain descriptive words and phrases in text.
- Identify the topic of and relevant details in a text.

Writing

- Form letters correctly.
- Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
- Focus on a topic, respond to suggestions from peers, and add details to strengthen writing.
- Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.
- Use digital tools to produce and publish writing.
- Participate in shared research and writing projects.

Essential Questions:

How does a strong reader use strategies to build fluency and comprehension?

How do writers share their ideas effectively with others?

How do I contribute to a community of readers and writers?

How do I communicate clearly with my peers?

New Jersey Student Learning Standards

Language Learning Targets:

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L.WF.1.1.A, L.WF.1.1.B, L.WF.1.1.C, L.WF.1.1.D, L.WF.1.3.A, L.WF.1.3.C, L.WF.1.3.D, L.WF.1.3.E, L.WF.1.3.F, L.WF.1.3.G, L.WF.1.3.I

L.KL.1.1., L.VL.1.2.A, L.VI.1.3.A, L.VI.1.3.D

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Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><u>Word Work</u></p> <p>Phonological/Phonemic Awareness: Phoneme Identity, Addition, Substitution, Blending, and Segmentation; Alliteration; Phoneme Deletion, Segmentation, and Blending; Identity and Produce Rhyme; Phoneme Segmentation, Isolation, and Blending; Phoneme Segmentation, Blending, and Deletion</p> <p>Phonics/Spelling: Long <i>a</i>: <i>a_e</i>, Long <i>i</i>: <i>i_e</i>, Soft <i>c</i>, <i>g/dge</i>, Long <i>o</i>: <i>o_e</i>, Long <i>u</i>: <i>u_e</i>, Long <i>e</i>: <i>e_e</i>, Variant Vowel Digraphs: <i>oo</i>, <i>u</i></p> <p>Handwriting: Upper- and Lowercase <i>Dd</i>, Upper- and Lowercase <i>Vv</i>, Upper- and Lowercase <i>Yy</i>, Upper- and Lowercase <i>Ww</i>, Upper- and Lowercase <i>Bb</i></p> <p>High-Frequency Words: <i>away</i>, <i>now</i>, <i>some</i>, <i>today</i>, <i>way</i>, <i>why</i>, <i>green</i>, <i>grow</i>, <i>pretty</i>, <i>should</i>, <i>together</i>, <i>water</i>, <i>any</i>, <i>from</i>, <i>happy</i>, <i>once</i>, <i>so</i>, <i>upon</i>, <i>ago</i>, <i>boy</i>, <i>girl</i>, <i>how</i>, <i>old</i>, <i>people</i>, <i>after</i>, <i>buy</i>, <i>done</i>, <i>every</i>, <i>soon</i>, <i>work</i></p>	<p><i>Wonders</i> Teacher’s Manual (McGraw Hill, 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p>Assessment Sampler</p> <p>Phonics First, Brainspring</p> <p><i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters</p> <p>Activity Cards</p> <p>Vocabulary/Spelling Cards</p> <p>Reading/Writing Companion</p> <p>Leveled Readers</p> <p>Leveled-Reader Lesson Cards</p> <p>Literature Anthology</p> <p>Big Books</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p>Go <i>Wonders</i> Online Tools and Games</p> <p><i>Wonders</i> Interactive Student Edition</p> <p>Epic Books</p> <p>Splash Learn</p> <p>TeachYourMonster</p> <p>IXL</p>
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Fountas and Pinnell Running Record ● Journals ● Exit Tickets ● Student Practice Pages ● Writing Drafts ● Progress Monitoring ● Student Self Assessment 	<p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Topic tests ● MAP testing ● Fountas and Pinnell Testing ● School-Wide Writing Assessment - Pre/Post ● Final Drafts ● Benchmark Assessment

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Check for success during lessons with questions and response prompts. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Incorporate multi-sensory strategies in phonics instruction. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Invite students to after-school tutoring sessions. • Translate printed communications in native language for parents. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Utilize the <i>Wonders</i> ELL Small Group Guide. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Provide after-school tutoring services. • Utilize <i>Wonders</i> remediation strategies and leveled readers. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Promote self-initiated and self-directed learning for growth through independent projects. • Utilize <i>Wonders</i> Enrichment Opportunities projects and resources. • Challenge students with age-appropriate books at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).
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**Quinton Township School District
English Language Arts
Grade 1**

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Unit	4	Unit Title:	Animals Everywhere	Pacing:	30 Days
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Unit Summary: This unit introduces students to the ways animals use their bodies and work together to survive in the wild to encourage readers to become more independent problem-solvers. Small-group work is a crucial part of this unit, especially since the readers are progressing to more complex texts. Students will continue to develop their ability to retell important facts about text in both fiction and nonfiction. They will compare and contrast characters as well as identify similarities and differences between two texts on the same topic. Students will continue to identify and analyze the author's purpose and the central message, making inferences to do so. In writing, students learn how to create stories that have characters, settings, problems, and a solution. They will further develop their communication and revision skills when conferencing with their teacher and peers.

Objectives:

Language

- Identify and produce rhyme.
- Categorize, segment, and blend phonemes.
- Delete phonemes.
- Arrange words in alphabetical order.
- Acquire and use grade-appropriate academic vocabulary.
- Identify real-life connections between words and their use.
- Participate in collaborative conversations.
- Ask and answer questions to gather or clarify information.
- Present information orally using complete sentences.

Reading

- Identify and describe the sequence of events in a story.
- Retell a text to enhance comprehension.
- Use text features including charts to locate key facts or information.
- Read informational texts appropriately complex for grade 1.
- Compare and contrast two texts on the same topic.
- Identify, segment, and blend phonemes.
- Read with accuracy, automaticity, and expression.
- Identify the topic of and relevant details in a text.
- Use text features including captions to locate key facts or information.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Define words by category and by one or more key attributes.
- Explain who is telling the story using context clues.
- Use text features including headings to locate key facts or information.
- Recognize and read compound words.
- Identify frequently occurring roots or base words and their inflectional forms.

Writing

- Form handwritten letters correctly.
- Write expository texts about a topic, using a source, providing facts and a sense of closure.
- Focus on a topic, respond to suggestions from peers, and add details to strengthen writing.
- Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

Essential Questions:

How does a strong reader use strategies to build fluency and comprehension?

How do writers share their ideas effectively with others?

How do I contribute to a community of readers and writers?

How do I communicate clearly with my peers?

New Jersey Student Learning Standards**Language Learning Targets:**

L.RF.1.1, L.RF.K.1, L.RF.1.2.A, L.RF.1.2.B, L.RF.1.2.C, L.RF.1.2.D, L.RF.1.3.A, L.RF.1.3.B, L.RF.1.3.C, L.RF.1.3.D, L.RF.1.3.E, L.RF.1.3.F, L.RF.1.3.G, L.RF.1.4.A, L.RF.1.4.B, L.RF.1.4.C

L.WF.1.1.A, L.WF.1.1.B, L.WF.1.1.C, L.WF.1.1.D, L.WF.1.3.A, L.WF.1.3.C, L.WF.1.3.D, L.WF.1.3.E, L.WF.1.3.F, L.WF.1.3.G, L.WF.1.3.I

L.KL.1.1, L.VL.1.2.A, L.VI.1.3.A, L.VI.1.3.D

Reading Learning Targets: RI.CR.1.1, RL.CI.1.2, RI.CI.1.2, RL.IT.1.3, RI.IT.1.3, RL.TS.1.4, RI.TS.1.4, RL.PP.1.5, RI.PP.1.5, RL.MF.1.6, RI.MF.1.6, RL.CT.1.8, RI.CT.1.8

Writing Learning Targets: W.AW.1.1.A, W.AW.1.1.B, W.AW.1.1.C, W.IW.1.2.A, W.IW.1.2.B, W.IW.1.2.C, W.NW.1.3.A, W.NW.1.3.B, W.WP.1.4.A, W.WP.1.4.B, W.WR.1.5, W.SE.1.6, W.RW.1.7

Speaking/Listening: SL.PE.1.1.A, SL.PE.1.1.B, SL.PE.1.1.C, SL.II.1.2, SL.ES.1.3, SL.PI.1.4, SL.UM.1.5, SL.AS.1.6

Cross Curricular Standards: 9.1.2.CR.1, 9.1.2.CR.2, 9.1.4.A.1, 8.1.2.AP.4, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><u>Word Work</u></p> <p>Phonological/ Phonemic Awareness: Identify and Produce Rhyme; Phoneme Categorization, Blending, and Segmentation; Phoneme Identity, Segmentation, and Blending; Contrast Vowel Sounds; Phoneme Categorization, Blending, and Substitution; Phoneme Categorization, Identity, Segmentation, and Substitution; Phoneme Categorization, Deletion, Blending, and Addition</p> <p>Phonics/Spelling: Long <i>i</i> spelled , <i>igh, y, ie</i>; Long <i>e</i> spelled <i>y</i> and <i>ey</i>; Long <i>a</i> spelled <i>a, ai, ay</i>; Long <i>e</i> spelled <i>e, ee, ea, ie</i>; Long <i>o</i> spelled <i>o, oa, ow, oe</i></p> <p>Handwriting: Upper- and Lowercase <i>Nn</i>, Upper- and Lowercase <i>Gg</i>, Upper- and Lowercase <i>Pp</i>, Upper- and Lowercase <i>Zz</i>, Upper- and Lowercase <i>Mm</i></p> <p>Structural Analysis: Alphabetical Order (two letters); Prefixes <i>re-, un-, pre-</i>; Open Syllables; Inflectional</p>	<p><i>Wonders</i> Teacher’s Manual (McGraw Hill, 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p>Assessment Sampler</p> <p>Phonics First, Brainspring</p> <p><i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters</p> <p>Activity Cards</p> <p>Vocabulary/Spelling Cards</p> <p>Reading/Writing Companion</p> <p>Leveled Readers</p> <p>Leveled-Reader Lesson Cards</p> <p>Literature Anthology</p> <p>Big Books</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p>Go <i>Wonders</i> Online Tools and Games</p> <p><i>Wonders</i> Interactive Student Edition</p> <p>Epic Books</p> <p>Splash Learn</p> <p>TeachYourMonster</p> <p>IXL</p>
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Fountas and Pinnell Running Record ● Journals ● Exit Tickets ● Student Practice Pages ● Writing Drafts ● Progress Monitoring ● Student Self Assessment 	<p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Topic tests ● MAP testing ● Fountas and Pinnell Testing ● School-Wide Writing Assessment - Pre/Post ● Final Drafts ● Benchmark Assessment

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Check for success during lessons with questions and response prompts. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Incorporate multi-sensory strategies in phonics instruction. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Invite students to after-school tutoring sessions. • Translate printed communications in native language for parents. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Utilize the <i>Wonders</i> ELL Small Group Guide. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Provide after-school tutoring services. • Utilize <i>Wonders</i> remediation strategies and leveled readers. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Promote self-initiated and self-directed learning for growth through independent projects. • Utilize <i>Wonders</i> Enrichment Opportunities projects and resources. • Challenge students with age-appropriate books at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).
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**Quinton Township School District
English Language Arts
Grade 1**

Pacing Chart/Curriculum MAP

Key: Careers Technology Interdisciplinary Studies

Unit	5	Unit Title:	See It, Sort It	Pacing:	30 Days
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Unit Summary: During this unit, the students focus on the different ways we can classify and categorize things. As they explore a variety of text genres, they make and confirm predictions, analyze cause and effect, and identify problems and solutions. As writers, students explore varying sentence beginnings to enhance their narrative and informational writing.

Objectives:

Language

- Participate in collaborative conversations.
- Present information orally using complete sentences and appropriate volume.
- Understand and use words that join.
- Capitalize proper nouns.
- Acquire and use grade-appropriate academic vocabulary.
- Identify and produce rhyme.
- Substitute, blend, delete, and segment phonemes.
- Identify real-life connections between words and their use.
- Present information orally using complete sentences.
- Ask and answer questions to gather or clarify information.
- Recall or gather information to answer a question.

Reading

- Use context clues to determine the meaning of multiple-meaning words.
- Explain who is telling the story using context clues.
- Retell a text to enhance comprehension.
- Use text features including photographs and illustrations to locate key facts or information.
- Compare and contrast two texts on the same topic.
- Read with accuracy, automaticity, and expression.
- Identify and describe the events in a story, including cause and effect.
- Read prose and poetry appropriately complex for grade 1.
- Use context clues to determine the shades of meaning and intensity of words.
- Identify and explain descriptive words and phrases in texts.
- Identify the topic of and relevant details in a text, including problem and solution.
- Identify and use frequently occurring base words and suffixes.
- Identify frequently occurring roots or base words and their inflectional forms.

Writing

- Form and hand write letters correctly.
- Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.
- Focus on a topic, respond to suggestions from peers, and add details to strengthen writing.
- Write expository texts about a topic, using a source, providing facts and a sense of closure.
- Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
- Use digital tools to produce and publish writing.

Essential Questions:

How does a strong reader use strategies to build fluency and comprehension?

How do writers share their ideas effectively with others?

How do I contribute to a community of readers and writers?

How do I communicate clearly with my peers?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.1.1, L.RF.1.2.A, L.RF.1.2.B, L.RF.1.2.C, L.RF.1.2.D, L.RF.1.3.A, L.RF.1.3.B, L.RF.1.3.C, L.RF.1.3.D, L.RF.1.3.E, L.RF.1.3.F, L.RF.1.3.G, L.RF.1.4.A, L.RF.1.4.B, L.RF.1.4.C

L.WF.1.1.A, L.WF.1.1.B, L.WF.1.1.C, L.WF.1.1.D, L.WF.1.3.A, L.WF.1.3.C, L.WF.1.3.D, L.WF.1.3.E, L.WF.1.3.F, L.WF.1.3.G, L.WF.1.3.I

L.KL.1.1, L.VL.1.2.A, L.VI.1.3.A, L.VI.1.3.D

Reading Learning Targets: RI.CR.1.1, RL.CI.1.2, RI.CI.1.2, RL.IT.1.3, RI.IT.1.3, RL.TS.1.4, RI.TS.1.4, RL.PP.1.5, RI.PP.1.5, RL.MF.1.6, RI.MF.1.6, RL.CT.1.8, RI.CT.1.8

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Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><u>Word Work</u></p> <p>Phonological/ Phonemic Awareness: Contrast Vowel Sounds; Categorize, Blend, and Segment Phonemes; Identify and Produce Rhyme; Substitute, Blend, and Delete Phonemes; Categorize, Substitute, Blend, and Add Phonemes; Substitute, Isolate, and Blend Phonemes</p> <p>Phonics/Spelling Activities: <i>r</i>-Controlled Vowel <i>ar</i>; <i>r</i>-Controlled Vowels <i>or, ir, ur, er</i>; <i>r</i>-Controlled Vowels <i>ore, oar</i>, Diphthongs <i>ou, ow</i>; Diphthongs <i>oi, oy</i></p> <p>Handwriting: Upper- and Lowercase <i>Hh</i>, Upper- and Lowercase <i>Kk</i>, Upper- and Lowercase <i>Rr</i>, Upper- and Lowercase <i>Xx</i>, Upper- and Lowercase <i>Jj</i></p> <p>Structural Analysis: Plurals: Change <i>-y</i> to <i>-ies</i>; Suffix <i>-er</i>; Abbreviations; Comparative Inflectional Endings <i>-er, -est</i>; Final Stable Syllables</p> <p>High-Frequency Words: <i>four, large, none, only, put, round, another, climb, full, great,</i></p>	<p><i>Wonders</i> Teacher’s Manual (McGraw Hill, 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p>Assessment Sampler</p> <p>Phonics First, Brainspring</p> <p><i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters</p> <p>Activity Cards</p> <p>Vocabulary/Spelling Cards</p> <p>Reading/Writing Companion</p> <p>Leveled Readers</p> <p>Leveled-Reader Lesson Cards</p> <p>Literature Anthology</p> <p>Big Books</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p>Go <i>Wonders</i> Online Tools and Games</p> <p><i>Wonders</i> Interactive Student Edition</p> <p>Epic Books</p> <p>Splash Learn</p> <p>TeachYourMonster</p> <p>IXL</p>
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Fountas and Pinnell Running Record ● Journals ● Exit Tickets ● Student Practice Pages ● Writing Drafts ● Progress Monitoring ● Student Self Assessment 	<p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Topic tests ● MAP testing ● Fountas and Pinnell Testing ● School-Wide Writing Assessment - Pre/Post ● Final Drafts ● Benchmark Assessment

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Check for success during lessons with questions and response prompts. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Incorporate multi-sensory strategies in phonics instruction. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Invite students to after-school tutoring sessions. • Translate printed communications in native language for parents. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Utilize the <i>Wonders</i> ELL Small Group Guide. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Provide after-school tutoring services. • Utilize <i>Wonders</i> remediation strategies and leveled readers. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Promote self-initiated and self-directed learning for growth through independent projects. • Utilize <i>Wonders</i> Enrichment Opportunities projects and resources. • Challenge students with age-appropriate books at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).
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Quinton Township School District
English Language Arts
Grade 1

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Unit	6	Unit Title:	Taking Action	Pacing:	30 Days
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Unit Summary: In this unit, the students focus on how we can work together to make our lives better while exploring some of the rights and responsibilities individuals have to a community. Reading a variety of texts, they compare visual and verbal information, identify the author's purpose, and analyze structures of a text, including poetry. As writers, students continue to create narratives with more complete story arcs enhanced by stronger vocabulary choices.

Objectives:

Language

- Acquire and use grade-appropriate academic vocabulary.
- Identify real-life connections between words and their use.
- Use word relationships to determine the meaning of unknown words, including synonyms.
- Recall or gather information to answer a question.
- Identify, segment, delete, and substitute phonemes.
- Identify and produce rhyme.
- Participate in collaborative discussions.
- Ask and answer questions to gather or clarify information.
- Categorize phonemes.
- Understand and use possessive pronouns.
- Use word relationships to determine the meaning of unknown words, including antonyms.
- Identify and use compound words.
- Identify, read, and spell words with three-letter blends.
- Present information orally using complete sentences.
- Use background knowledge to determine the meaning of compound words.
- Understand and use adverbs that tell how.

Reading

- Read with accuracy, automaticity, and prosody or expression.
- Identify and read high frequency words.
- Read and comprehend grade-level complex texts proficiently.
- Retell a text to enhance comprehension.
- Use text features including captions to locate key facts or information.
- Identify an author's opinion about the topic.
- Identify stanzas and line breaks in poems.
- Read prose and poetry appropriately complex for grade 1.
- Explain similarities and differences between information provided in visuals and words in an informational text.
- Identify and describe the events in a story, including cause and effect.
- Use text features including headings to locate key facts or information.
- Identify and use context clues to determine the meaning of similes.
- Read words with inflectional endings.
- Compare and contrast two texts on the same topic.

Writing

- Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

Essential Questions:

How does a strong reader use strategies to build fluency and comprehension?

How do writers share their ideas effectively with others?

How do I contribute to a community of readers and writers?

How do I communicate clearly with my peers?

New Jersey Student Learning Standards**Language Learning Targets:**

L.RF.1.1, L.RF.1.2.B, L.RF.1.2.C, L.RF.1.2.D, L.RF.1.3.B, L.RF.1.3.D, L.RF.1.3.E, L.RF.1.3.F, L.RF.1.3.G, L.RF.1.4.A, L.RF.1.4.B, L.RF.1.4.C

L.WF.1.1.A, L.WF.1.1.B, L.WF.1.1.C, L.WF.1.1.D, L.WF.1.2.C, L.WF.1.3.A, L.WF.1.3.B, L.WF.1.3.C, L.WF.1.3.D, L.WF.1.3.F, L.WF.1.3.G, L.WF.1.3.H, L.WF.1.3.I

L.VL.1.2.A, L.VL.1.2.B, L.VI.1.3.A, L.VI.1.3.C, L.VI.1.3.D

Reading Learning Targets: RL.CR.1.1, RI.CR.1.1, RL.CI.1.2, RI.CI.1.2, RL.IT.1.3, RI.IT.1.3, RL.TS.1.4, RI.TS.1.4, RI.PP.1.5, RL.MF.1.6, RI.MF.1.6, RIAA.1.7, RL.CT.1.8, RI.CT.1.8

Writing Learning Targets: W.AW.1.1.A, W.AW.1.1.B, W.AW.1.1.C, W.IW.1.2.A, W.IW.1.2.B, W.IW.1.2.C, W.NW.1.3.A, W.NW.1.3.B, W.WP.1.4.A, W.WP.1.4.B, W.WR.1.5, W.SE.1.6, W.RW.1.7

Speaking/Listening: SL.PE.1.1.A, SL.PE.1.1.B, SL.PE.1.1.C, SL.II.1.2, SL.ES.1.3, SL.PI.1.4, SL.UM.1.5, SL.AS.1.6

Cross Curricular Standards: [9.1.2.CR.1](#), [9.1.2.CR.2](#), [8.1.2.AP.4](#), [1-LS3-1](#), [1-LS1-1](#), [1-ESS1-1](#), [1-ESS1-2](#), [RI.1.6](#), [SL.1.1](#)

Overview of Activity/Focus

Teacher's Guide/ Resources

Core Instructional Materials

Technology Infusion

<p><u>Word Work</u></p> <p>Phonological/Phonemic Awareness: Identify and Produce Rhyme; Identify, Segment, and Substitute Phonemes; Categorize, Reverse, Blend, Segment, and Substitute Phonemes; Syllable Addition; Segment, Blend, and Substitute Phonemes; Syllable Deletion and Syllable Addition; Reversal, Blending, Deletion, and Addition of Phonemes</p> <p>Phonics/Spelling Activities: Variant Vowel Spellings <i>oo, ou, u_e, ew, ui, ue, u</i>; Variant Vowel Spellings <i>au, aw, a, augh, al</i>; Silent Letter Consonant Digraphs: <i>wr, kn, gn</i>; Three-Letter Consonant Blends: <i>scr, spl, spr, str, the, shr</i>; <i>r</i>-Controlled Vowels <i>air, are, ear</i></p> <p>Handwriting: Upper- and Lowercase <i>Qq</i>; A Story; Dates; Letter</p> <p>Structural Analysis: Suffixes <i>-ful</i> and <i>-less</i>; Vowel-Team Syllables; Compound Words; Inflectional Endings <i>-ed</i> and <i>-ing</i>; <i>r</i>-Controlled Vowel</p>	<p><i>Wonders</i> Teacher’s Manual (McGraw Hill, 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p>Assessment Sampler</p> <p>Phonics First, Brainspring</p> <p><i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters</p> <p>Activity Cards</p> <p>Vocabulary/Spelling Cards</p> <p>Reading/Writing Companion</p> <p>Leveled Readers</p> <p>Leveled-Reader Lesson Cards</p> <p>Literature Anthology</p> <p>Big Books</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p>Go <i>Wonders</i> Online Tools and Games</p> <p><i>Wonders</i> Interactive Student Edition</p> <p>Epic Books</p> <p>Splash Learn</p> <p>TeachYourMonster</p> <p>IXL</p>
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Fountas and Pinnell Running Record ● Journals ● Exit Tickets ● Student Practice Pages ● Writing Drafts ● Progress Monitoring ● Student Self Assessment 	<p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Topic tests ● MAP testing ● Fountas and Pinnell Testing ● School-Wide Writing Assessment - Pre/Post ● Final Drafts ● Benchmark Assessment

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Check for success during lessons with questions and response prompts. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Incorporate multi-sensory strategies in phonics instruction. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Invite students to after-school tutoring sessions. • Translate printed communications in native language for parents. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Utilize the <i>Wonders</i> ELL Small Group Guide. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Provide after-school tutoring services. • Utilize <i>Wonders</i> remediation strategies and leveled readers. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Promote self-initiated and self-directed learning for growth through independent projects. • Utilize <i>Wonders</i> Enrichment Opportunities projects and resources. • Challenge students with age-appropriate books at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).
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