

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



ELA Grade 1

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary
Eligibility:	Grade 1
Credit Value:	N/A
Date Approved:	August 24, 2020

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Grade 1 Reading Pacing Guide

First Grade	Reading Literature	Reading Informational	<u>Social Emotional Competencies</u>
<p>Marking Period 1</p> <p>Units: 1: The Reading Community (4 weeks) 2: Making Connections (3 weeks)</p> <p>Vocabulary Weeks 1 through 6</p>	<p>RL.1.1 Ask & answer key details RL.1.2 Analyze development of central message & retell RL.1.3 Describe major events & key details RL.1.6 Identify point of view RL.1.9 Compare contrast adventures & experiences RL.1.10 Read complex text</p>	<p>RI.1.1 Ask & answer key details RI.1.9 Identify similarities & differences of two text</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher and students build the reading community <input type="checkbox"/> Students learn and practice the procedure for gathering for a read-aloud. <input type="checkbox"/> Students work in a responsible way. <input type="checkbox"/> Students listen respectfully to the thinking of others and share their own. <input type="checkbox"/> Students take turns talking and listening
<p>Marking Period 2</p> <p>Units: 3: Retelling (3 weeks) 4: Visualizing (4 weeks)</p> <p>Vocabulary Weeks 7 through 13</p>	<p>RL.1.1 Ask & answer key details RL.1.2 Analyze development of central message & retell RL.1.3 Describe major events & key details RL.1.4 Identify words & phrases that suggest feeling in stories & poems RL.1.5 Explain differences in storytelling vs. informational text RL.1.6 Identify point of view RL.1.7 Use & describe illustration & story relationship RL.1.9 Compare contrast adventures & experiences RL.1.10 Read complex text</p>	<p>RI.1.1 Ask & answer key details RI.1.2 Analyze text, identify main topic & retell key details RI.1.3 Describe & connect story elements RI.1.6 Distinguish between visual & written information RI.1.8 Identify author's reasons to support points RI.1.9 Identify similarities & differences of two text RI.1.10 Read complex text w/ prompting & support;text to text or to self comparison</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students listen respectfully to the thinking of others and share their own. <input type="checkbox"/> Students speak clearly so others can hear. <input type="checkbox"/> Students work in a responsible way. <input type="checkbox"/> Students act in fair and caring ways.

<p>Marking Period 3</p> <p>Units: 5: Wondering (4 weeks)</p> <p>6: Making Connections (3 weeks)</p> <p>7: Wondering (1 week)</p> <p>Vocabulary Weeks 14 through 21</p>	<p>RL.1.1 Ask & answer key details RL.1.2 Analyze development of central message & retell RL.1.3 Describe major events & key details RL.1.4 Identify words & phrases that suggest feeling in stories & poems RL.1.5 Explain differences in storytelling vs. informational text RL.1.7 Use & describe illustration & story relationship RL.1.9 Compare contrast adventures & experiences RL.1.10 Read complex text</p>	<p>RI.1.1 Ask & answer key details RI.1.2 Analyze text, identify main topic & retell key details RI.1.3 Describe & connect story elements RI.1.5 Use text features RI.1.6 Distinguish between visual & written information RI.1.7 Describe key ideas through use of text & illustrations RI.1.8 Identify author's reasons to support points RI.1.9 Identify similarities & differences of two text RI.1.10 Read complex text w/ prompting & support;text to text or to self comparison</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students act in fair and caring ways. <input type="checkbox"/> Students work in a responsible way. <input type="checkbox"/> Students develop the skill of sharing ideas with one another. <input type="checkbox"/> Students listen respectfully to the thinking of others and share their own. <input type="checkbox"/> Students give reasons to support their thinking. <input type="checkbox"/> Students develop the skill of contributing ideas that are different from other people's ideas during class discussions.
<p>Marking Period 4</p> <p>Units: 7: Wondering (3 weeks)</p> <p>8: Using Text Features (4 weeks)</p> <p>9: Revisiting The Reading Community (1 week)</p> <p>Vocabulary Weeks 22 through 30</p>	<p>RL.1.1 Ask & answer key details RL.1.2 Analyze development of central message & retell RL.1.3 Describe major events & key details RL.1.5 Explain differences in storytelling vs. informational text RL.1.6 Identify point of view RL.1.7 Use & describe illustration & story relationship RL.1.10 Read complex text</p>	<p>RI.1.1 Ask & answer key details RI.1.2 Analyze text, identify main topic & retell key details RI.1.3 Describe & connect story elements RI.1.4 Ask and answer questions to help clarify the meaning of words and phrases in a text. RI.1.5 Use text features RI.1.6 Distinguish between visual & written information RI.1.7 Describe key ideas through use of text & illustrations RI.1.8 Identify author's reasons to support points RI.1.9 Identify similarities & differences of two text RI.1.10 Read complex text w/ prompting & support;text to text or to self comparison</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students work in a responsible way. <input type="checkbox"/> Students develop the skill of contributing ideas that are different from other people's ideas during class discussions. <input type="checkbox"/> Students reflect on the reading community. <input type="checkbox"/> Students reflect on their relationship with others. <input type="checkbox"/> Students listen respectfully to the thinking of others and share their own.

Grade 1 Writing Pacing Guide

First Grade	Writing	Speaking and Listening	Language	<u>Social Emotional Competencies</u>
<p>Marking Period 1</p> <p>Units: 1: The Writing Community (5 weeks) 2: Getting Ideas (5 weeks)</p> <p>Skills Practice: Lessons 1- 10</p>	<p>W.1.1 Write an opinion W.1.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.5 Add details to strengthen writing in response to peer questions & suggestions W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>SL.1.1 (a,b,e) Converse collaboratively SL.1.2 Ask & answer key details about information presented SL.1.4 Describe relevant details & express ideas & feelings clearly SL.1.5 Add visuals to descriptions to clarify ideas & feelings SL.1.6 Produce complete sentences when appropriate</p>	<p>L.1.1 (a,b,c,e,j) Demonstrate conventions of grammar when writing & speaking L.1.2 (a,b,d,e) Demonstrate conventions of capitalization, punctuation & spelling L.1.4 (a,b,c) Determine unknown and multiple meaning words & phrases L.1.5 (a,c,d) Demonstrate understanding of word nuances & relationships with guidance & support L.1.6 Use new words & phrases</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher and students build the writing community. <input type="checkbox"/> Students learn the procedure for gathering. <input type="checkbox"/> Students learn procedures for Writing Time. <input type="checkbox"/> Students listen respectfully to the thinking of others and share their own. <input type="checkbox"/> Students work in a responsible way. <input type="checkbox"/> Students learn the procedure for "Turn to your Partner." <input type="checkbox"/> Students take turns talking and listening.
<p>Marking Period 2</p> <p>Units: 2: Getting Ideas (1 Week) 3: Telling More (4 Weeks) 4: Writing Stories About Me (2 Weeks)</p> <p>Skills Practice: Lessons 11- 19</p>	<p>W.1.1 Write an opinion W.1.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.5 Add details to strengthen writing in response to peer questions & suggestions</p>	<p>SL.1.1 (a,b,e) Converse collaboratively SL.1.2 Ask & answer key details about information presented SL.1.3 Ask & answer speaker's information for additional information & clarity SL.1.4 Describe relevant details & express ideas & feelings clearly SL.1.5 Add visuals to descriptions to clarify ideas & feelings SL.1.6 Produce complete sentences when appropriate</p>	<p>L.1.1 (b,d,e,f,h,i,j) Demonstrate conventions of grammar when writing & speaking L.1.2 (a,b,c,d,e) Demonstrate conventions of capitalization, punctuation & spelling L.1.4 (a,b,c) Determine unknown and multiple meaning words & phrases L.1.5 (a,c,d) Demonstrate understanding of word nuances & relationships with guidance & support L.1.6 Use new words & phrases</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students learn the procedure for "Think, Pair, Share." <input type="checkbox"/> Students act in fair and caring ways. <input type="checkbox"/> Students listen respectfully to the thinking of others and share their own. <input type="checkbox"/> Students express interest in and appreciation for one another's writing. <input type="checkbox"/> Student's learn the procedure for working together.

<p>Marking Period 3</p> <p>Units: 4: Writing Stories About Me (2 weeks) 5: Writing Nonfiction (2 weeks) 6: Exploring Words Through Poetry (2 weeks)</p> <p>Skills Practice: Lessons 20- 29</p>	<p>W.1.1 Write an opinion W.1.2 Write informative text W.1.3 Write narratives W.1.5 Add details to strengthen writing in response to peer questions & suggestions W.1.6 Use digital tools to produce, publish & collaborate W.1.7 Participate in shared research and writing projects W.1.8 Recall information from experience or sources to answer questions with guidance & support</p>	<p>SL.1.1 (a,b,ε) Converse collaboratively SL.1.2 Ask & answer key details about information presented SL.1.3 Ask & answer speaker's information for additional information & clarity SL.1.4 Describe relevant details & express ideas & feelings clearly SL.1.5 Add visuals to descriptions to clarify ideas & feelings SL.1.6 Produce complete sentences when appropriate</p>	<p>L.1.1 (e,d,e,f,g,h,i,j) Demonstrate conventions of grammar when writing & speaking L.1.2 (a,b,c,d,e) Demonstrate conventions of capitalization, punctuation & spelling L.1.6 Use new words & phrases</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students listen respectfully to the thinking of others and share their own. <input type="checkbox"/> Students express interest in and appreciation for one another's writing. <input type="checkbox"/> Students act in fair and caring ways. <input type="checkbox"/> Students work in a responsible way. <input type="checkbox"/> Students make decisions and solve problems respectfully. <input type="checkbox"/> Students reflect on their relationships to others. <input type="checkbox"/> Students build on one another's thinking.
<p>Marking Period 4</p> <p>Units: 7: Opinion Writing (2 weeks) 8: Revisiting the Writing Community (1 week)</p> <p>Skills Practice: Lesson 30</p>	<p>W.1.1 Write an opinion W.1.5 Add details to strengthen writing in response to peer W.1.6 Use digital tools to produce, publish & collaborate W.1.7 Participate in shared research and writing projects</p>	<p>SL.1.1 (a, b) Converse collaboratively SL.1.2 Ask & answer key details about information presented SL.1.3 Ask & answer speaker's information for additional information & clarity SL.1.4 Describe relevant details & express ideas & feelings clearly SL.1.5 Add visuals to descriptions to clarify ideas & feelings SL.1.6 Produce complete sentences when appropriate</p>	<p>L.1.1(g, j) Demonstrate conventions of grammar when writing & speaking L.1.2 (a,b,c,d) Demonstrate conventions of capitalization, punctuation & spelling L.1.6 Use new words & phrases</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students share their own opinions and listen respectfully to the opinions of others. <input type="checkbox"/> Students express interest in and appreciation for one another's writing. <input type="checkbox"/> Students work responsibly. <input type="checkbox"/> Students reflect on the writing community. <input type="checkbox"/> Students reflect on their relationships to others. <input type="checkbox"/> Students build on one another's thinking.
<p><u>21st Century Skills</u></p>	<p>NJSLS Technology 8.1.2.A.1-Identify the basic features of a digital device and explain its purpose. 8.1.2.C.1-Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>			