

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



ELA

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary School
Eligibility:	Grade 1
Credit Value:	N/A
Date Approved:	August 22, 2023

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Modifications will be made to accommodate IEP mandates for classified students

Reading Curriculum Map

Grade 1

Trimester 1: [Unit 1](#), [Unit 2](#), [Unit 3](#)

Trimester 2: [Unit 4](#), [Unit 5](#), [Unit 6](#)

Trimester 3: [Unit 7](#), [Unit 8](#), [Unit 9](#)

Trimester 1 September-December	
Unit 1: The Reading Community-Fiction/ Narrative Nonfiction	
<i>People in My Neighborhood</i>	
Standard: RI.1.1: Ask and answer questions about key details in a text.	
<i>Places in My Neighborhood (this story is read the same week as People in my Neighborhood)</i>	
Standard: RI.1.1: Ask and answer questions about key details in a text.	
<i>Quick as a Cricket</i>	
Standard: RL.1.1: Ask and answer questions about key details in a text.	
<i>Jabari Jumps</i>	
Standard: RL.1.1: Ask and answer questions about key details in a text.	
<i>It's Mine!</i>	
Standard: RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
Unit 2: Making Connections: Fiction	
<i>Matthew and Tilly</i>	

Trimester 1 September-December	
Standard: RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
<i>McDuff and the Baby</i>	
Standard: R.L.1.1. Ask and answer questions about key details in a text	
<i>Chrysanthemum</i>	
Standard: RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
<u>Unit 3</u> : Retelling-Fiction	
<i>When the Cousins Came</i>	
Standard: RL.1.6: Identify who is telling the story at various points in a text.	
<i>Angelina and Henry</i>	
Standard: RL.1.3: Describe characters, settings, and major events in a story, using key details.	
<i>Peter's Chair</i>	
Standard: RL.1.9: Compare and contrast the adventures and experiences of characters in stories.	

Trimester 2 December-March	
Unit 4: Visualizing-Poetry and Fiction	
<i>“School Bus” (Week 1) **NOTE THIS IS POEM 1/3 for the week**</i>	
Standard: RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
<i>“Sliding Board” (Week 1, continued) **NOTE THIS IS POEM 2/3 for the week**</i>	
Standard: RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
<i>“The Balloon Man” (Week 1, continued) **NOTE THIS IS POEM 3/3 for the week**</i>	
Standard: RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
<i>In the Tall, Tall Grass</i>	
Standard: RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	
<i>Sheep Out to Eat</i>	
Standard: RL.1.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)	
<i>The Snowy Day</i>	
Standard: RL.1.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how)	
Unit 5: Wondering-Fiction and Narrative Nonfiction	
<i>An Extraordinary Egg</i>	
Standard: RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	

Trimester 2 December-March
<i>Lonnie Johnson: NASA Scientist and Inventor of the Super Soaker</i>
Standard: RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<i>The Bumblebee Queen</i>
Standard: RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<i>Down the Road</i>
Standard: RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
Unit 6: Making Connections- Expository Nonfiction
<i>Using Your Senses</i>
Standard: RI.1.1. Ask and answer questions about key details in a text
<i>Sleep Well: Why You Need to Rest</i>
Standard: RI.1.2. Identify the main topic and retell key details of a text.
<i>“How to Catch Some ZZZ’s” (text 2 of 2 for week)</i>
Standard: RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<i>Dinosaur Babies</i>
Standard: RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Trimester 3 March-June
<u>Unit 7:</u> Wondering-Expository Nonfiction
<i>An Ocean of Animals</i>
Standard: RI.1.8. Identify the reasons an author gives to support points in a text.
<i>Big Blue Whale</i>
Standard: RI.1.8. Identify the reasons an author gives to support points in a text.
<i>Chameleons are Cool</i>
Standard: RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<i>Birds: Winged and Feathered Animals</i>
Standard: RI.1.5. Know and use various text features (eg., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<u>Unit 8:</u> Using Text Features- Expository Nonfiction
<i>Throw Your Tooth on the Roof</i>
Standard: RI.1.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<i>Velociraptor</i>
Standard: RI.1.1. Ask and answer questions about key details in a text.

<i>A Day in the Life of a Garbage Collector</i>
Standard: RI.1.5. Know and use various text features (eg., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<i>An Elephant Grows Up</i>
Standard: RI.1.2. Identify the main topic and retell key details of a text.
<i>Unit 9: Revisiting the Reading Community</i>
<i>Julius</i>
Standard: RI.1.1: Ask and answer questions about key details in a text.
Standard: RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to senses.

Grade 1 Writing Curriculum Map

Trimester 1 September-December				
First Grade	Writing	Speaking and Listening	Language	Social Emotional Competencies
The Writing Community Unit 1 <i>Things I Like</i> <i>Farmer Duck</i> <i>All by Myself</i> <i>When I Grow Up...</i> <i>When I Was Five</i> Getting Ideas Unit 2 <i>I Love Animals</i> <i>Chinatown</i> <i>Daddy Calls Me Man</i> <i>Growing Vegetable Soup</i> Skills Practice: Lessons 1- 10	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.	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	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	Students follow directions and routines Students listen attentively Students work cooperatively with peers Students use positive communication and social skills to interact with others Students participate in group discussions actively and appropriately Students ask and answer questions to seek help, get information, or clarify something not understood. Students express ideas clearly and effectively Students recognize and respect the differences, thoughts, and feelings of others Students persevere in task completion

Trimester 2 December-March				
First Grade	Writing	Speaking and Listening	Language	Social Emotional Competencies
<p>Getting Ideas Unit 2</p> <p><i>Knuffle Bunny</i> <i>Mouse Views</i></p> <p>Telling More Unit 3</p> <p><i>Wait and See</i> <i>Sheep on a Ship</i></p> <p>Writing Stories About Me Unit 4</p> <p><i>The Snowy Day</i> <i>Chrysanthemum</i> <i>Best Friends Sleep Over</i> <i>Down the Road</i></p> <p>Skills Practice: Lessons 11- 20</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>	<p>Students follow directions and routines</p> <p>Students listen attentively</p> <p>Students work cooperatively with peers</p> <p>Students use positive communication and social skills to interact with others</p> <p>Students participate in group discussions actively and appropriately</p> <p>Students ask and answer questions to seek help, get information, or clarify something not understood.</p> <p>Students express ideas clearly and effectively</p> <p>Students recognize and respect the differences, thoughts, and feelings of others</p> <p>Students persevere in task completion</p>

Trimester 3 March-June				
First Grade	Writing	Speaking and Listening	Language	Social Emotional Competencies
Writing Nonfiction Unit 5 <i>Bee</i> <i>Meet my neighbor, the dentist</i> <i>Fire Trucks</i> Exploring Words Through Poetry Unit 6 <i>Various Poems</i> Opinion Writing Unit 7 <i>"Vegetables"</i> <i>Reading Makes You Feel Good</i> Revisiting the Writing Community Unit 8 Skills Practice: Lessons 21- 30	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	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	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	Students follow directions and routines Students listen attentively Students work cooperatively with peers Students use positive communication and social skills to interact with others Students participate in group discussions actively and appropriately Students ask and answer questions to seek help, get information, or clarify something not understood. Students express ideas clearly and effectively Students recognize and respect the differences, thoughts, and feelings of others Students persevere in task completion

<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>
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