

# **Moonachie School District English Language Arts Curriculum: Grade 1**

*New Jersey Student Learning Standards for English Language Arts*

**Born On: August 27, 2024**

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The following maps outline the 1st grade New Jersey Student Learning Standards for English Language Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

**Assessments:**

Universal Literacy Screening Tool: Early Literacy STAR Renaissance (September, \*November, January, \*March, June - \*=At-Risk Students)

<b><u>Reading Literature and Informational Text</u></b>	<b><u>Writing and Language</u></b>	<b><u>Foundational Skills</u></b>
<p>End of story tests</p> <p>End of Unit/Theme Assessments</p> <p>Running Records</p> <p>STAR Assessments</p> <p>Sequencing activities</p> <p>SAAVAS MyView Benchmark Assessments</p> <p>End of Book Activities</p> <p>Journals</p> <p>Read Alouds</p> <p>Comprehension: illustrations, sentences</p>	<p>Journals</p> <p>Writing Process Pieces</p> <p>Friendly Letter</p> <p>Persuasive: Writing a letter</p> <p>Narrative: Story Writing</p> <p>Expository: "How-to"</p> <p>Written activities</p> <p>Poetry</p>	<p>Running records</p> <p>Spelling Tests/Dictations</p> <p>Sorting activities</p> <p>Building words</p> <p>Proofreading Editing</p> <p>Writing samples/rubrics</p>

**Resources:**

Graphic Organizers

Chart Paper

Student Journals

Center Activities

Proofreading chart

SAAVAS MyView materials

[Decodable Texts for Emergent Readers](#)

Sequencing cards

Leveled libraries

Sentence strips

Word rings

Retelling props

Writers checklist

UFLI

Audio books

Readers Theater

Rubrics

**References:**<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/><http://www.state.nj.us/education/cccs/2016/ela/>NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>ELL Scaffolds: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>**Websites:**[www.spellingcity.com](http://www.spellingcity.com)[www.brainpopjr.com](http://www.brainpopjr.com)[www.ereadingworksheets.com](http://www.ereadingworksheets.com)[www.pearsonrealize.com](http://www.pearsonrealize.com)[www.readworks.org](http://www.readworks.org)[www.readingatoz.com](http://www.readingatoz.com)[www.adaptedmind.com](http://www.adaptedmind.com)[www.eduplace.com](http://www.eduplace.com)[www.abcya.com](http://www.abcya.com)[www.starfall.com](http://www.starfall.com)[www.scholastic.com](http://www.scholastic.com)[www.readwritethink.org](http://www.readwritethink.org)[www.manybooks.net](http://www.manybooks.net)[www.rticentral.com](http://www.rticentral.com)[www.thinkcentral.com](http://www.thinkcentral.com)[www.storylineonline.net](http://www.storylineonline.net)[www.superteacherworksheets.com](http://www.superteacherworksheets.com)[www.puzzlemaker.com](http://www.puzzlemaker.com)[www.commoncoresheets.com](http://www.commoncoresheets.com)

### English Language Arts Practices

Across All Domains & Standards

**Developing Responsibility for Learning:** Cultivating independence, self-reflection, and responsibility for one's own learning.

**Adapting Communication:** Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

**Valuing Evidence in Argumentation:** Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.


**Building Knowledge:** Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.

**Leveraging Technology:** Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

**Understanding Self and Others:** Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

<b>Content Area: ELA Reading</b>	<b>Grade Level: First</b>
<b>Getting Ready Unit: Buddy Reading (Best Practice)</b>	<b>Length of time: 6 weeks</b>
Unit Theme: In this unit students will explore literary and informational texts by asking and answering questions about illustrations and text. They will make predictions from picture walks and front covers, share opinions, and collaborate with peers. Students will apply decoding strategies, support each other as reading coaches to read fluently.	
Essential Question: How does Buddy Reading help us read fluently and understand text?	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"> <li>- Ask and answer questions about literary text</li> <li>- Use illustrations and text to discuss characters in literary text</li> <li>- Use illustrations and text to identify main idea in informational text</li> <li>- Take a picture walk to explore and understand the text</li> <li>- Use front cover to make predictions about the text</li> <li>- Engage in discussion about opinions on text</li> <li>- Create new understandings about setting in literary text</li> <li>- Coach their partner using decoding strategies</li> <li>- Read fluently</li> <li>- Use strategies to decode</li> <li>- Engage in productive collaboration</li> <li>- Incorporate media</li> </ul>	
<b>Unit Readings Standards:</b>	
<ul style="list-style-type: none"> <li>- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when,</li> </ul>	

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.Cl.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
- RI.Cl.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - C. Ask questions to clear up any confusion about the topics and texts under discussion.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Unit Writing Objectives:**

- Writing basics including how to hold a pencil, writing left to right, and knowing the parts of writing paper.
- Elaborate on illustrations and how it can help tell more about their writing.

- Add labels to their illustrations.
- Understand the parts of a sentence.
- Share their writing with the class.

#### Unit Writing Standards:

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in [L.WF.K.1](#)).
  - Write the upper and lowercase alphabets from memory.
- L.RF.1.1. Demonstrate mastery 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).
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

#### Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)

Week 1 to 6 (phonics skills and high frequency/irregular words)

1. Short a review, short i review
2. Short o review, short u review
3. Short e review, short vowel review all
4. FLSZ spelling rule (**your, want**), -all, -ull, -oll (**go, no, so**)
5. ck /k/ (**goes, says**), sh /sh/ (**she, we**)

#### Unit Phonics Standards:

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
  - A. Write the upper and lowercase alphabets from memory.
  - B. Write a common grapheme (letter or letter group) for each phoneme.
  - C. Orally segment the phonemes in any single syllable, spoken word.
  - D. Recognize that each syllable is organized around a vowel sound.

- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
  - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

**Content Area: ELA Reading**

**Grade Level: First Grade**



<b>Unit 1: My Neighborhood (SAVVAS: My View Literacy)</b>	<b>Length of time: 6 weeks</b>
Unit Theme: In this unit students will talk with others about their neighborhood. They will know about different types of fiction and understand their elements. They will use language to make connections between reading and writing. They will learn about books and how to write stories.	
Essential Question: What is a neighborhood?	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"> <li>- Describe characters in realistic fiction to better understand them</li> <li>- Describe the setting to understand important elements of realistic fiction</li> <li>- Use text features to find out more information about an informational text</li> <li>- Describe characters in realistic fiction to better understand them</li> <li>- Use text features to learn how to perform the task in the procedural text</li> <li>- Generate questions for inquiry</li> <li>- Engage in productive collaboration</li> <li>- Incorporate media</li> <li>- Celebrate and reflect</li> </ul>	
<b>Unit Readings Standards:</b>	
<ul style="list-style-type: none"> <li>- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</li> <li>- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>- 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.</li> <li>- 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, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a</li> </ul>	

range of text types.

- RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. 🌱
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Unit Writing Objectives:**

- Introduce and develop literary elements of writing
- Develop the structure of writing
- Apply writers craft and convention of language to develop and write different types of texts

#### **Unit Writing Standards:**

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. 🌱
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

#### **Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)**


Week 6 to 11 (phonics skills and high frequency/irregular words)

6. Voiced th /th/ (**they, their**), unvoiced th /th/ (**were**)
7. ch /ch/ (**talk, walk**), digraphs review 1



<b>Content Area: ELA Reading</b>	<b>Grade Level: First Grade</b>
<b>Unit 2: I Spy (SAVVAS: My View Literacy)</b>	<b>Length of time: 6 weeks</b>
Unit Theme: In this unit students will talk with others about how living things grow and change. They will read informational text and understand its elements. They will use language to make connections between reading and writing informational text. They will write informational text using elements of informational text.	
Essential Question: What is a neighborhood?	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"> <li>- Identify the main idea to understand informational text</li> <li>- Use informational text structures to make inferences from a text</li> <li>- Read informational text to explore and authors purpose for writing</li> <li>- Describe elements of poetry to create new understandings</li> <li>- Identify the elements of plays and what makes them unique</li> <li>- Generate questions for inquiry</li> <li>- Engage in productive collaboration</li> <li>- Incorporate media</li> <li>- Celebrate and reflect</li> </ul>	
<b>Unit Readings Standards:</b>	
<ul style="list-style-type: none"> <li>- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</li> <li>- 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.</li> <li>- 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, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a</li> </ul>	


range of text types.

- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. 
- 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, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Unit Writing Objectives:**

- Introduce and develop elements of informational writing
- Develop elements and structure of informational writing
- Apply writers craft and convention of language to develop and writing informational text

#### **Unit Writing Standards:**

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. 
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
  - A. With prompts and support, identify audience and purpose before writing.
  - B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

### Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)

Week 12 to 17 (phonics skills and high frequency/irregular words)

- 12. u\_e /ū//yū/ (**one, once**), VCe review 2
- 13. \_ce /s/, \_ge /j/
- 14. VCe review 3 and VCe exceptions, -es (**two, does**)
- 15. -ed (**many, any**), -ing (**been, into**)
- 16. Closed & Open Syllables (**friend**), Compound Words (**because**)
- 17. Open/Closed, tch /ch/ (**woman, women**)

### Unit Phonics Standards:

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
  - A. Write the upper and lowercase alphabets from memory.
  - B. Write a common grapheme (letter or letter group) for each phoneme.
  - C. Orally segment the phonemes in any single syllable, spoken word.
  - D. Recognize that each syllable is organized around a vowel sound.
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.

- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

<b>Content Area: ELA Reading</b>	<b>Grade Level: First Grade</b>
<b>Unit 3: Imagine That (SAVVAS: My View Literacy)</b>	<b>Length of time: 6 weeks</b>
Unit Theme: In this unit, students will talk with others about how we use our imaginations. They will read traditional stories and understand the elements of the genre. They will use language to make connections between reading and writing traditional stories. They will write poetry using elements of poetry.	
Essential Question: How can we use our imaginations?	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"> <li>- Describe the plot to make, correct and confirm predictions about a story</li> <li>- Discuss the authors purpose in order to make connections</li> <li>- Describe elements of poetry to make connections to other poems</li> <li>- Describe plot and setting to help visualize details of a story</li> <li>- Identify persuasive text and make connections between the text and personal experiences</li> <li>- Generate questions for inquiry</li> <li>- Engage in productive collaboration</li> <li>- Incorporate media</li> <li>- Celebrate and reflect</li> </ul>	
<b>Unit Readings Standards:</b>	
<ul style="list-style-type: none"> <li>- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</li> <li>- RL.Cl.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).</li> <li>- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.</li> <li>-</li> <li>- RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and</li> </ul>	



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.

- RL.PP.1.5. Identify who is telling the story at various points in a text.
- 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).
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Unit Writing Objectives:**

- Introduce and develop elements and structure of poetry writing
- Apply writers craft and conventions of language to develop and write poetry

#### **Unit Writing Standards:**

- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
  - A. With prompts and support, identify audience and purpose before writing.
  - B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

### Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)

Week 18 to 23 (phonics skills and high frequency/irregular words)

18. dge /j/ (**move**), Long VCC (**both**)
19. y /ī/ (**four, fourth**), y /ē/ (**forty**)
20. -le (**people**), Ending patterns review
21. ar /ar/ (**pretty**), or, ore /or/ (**nothing**)
22. er /er/ (**other, another**), ir,ur/er/ (**mother, brother**)
23. Spelling /er/; er, ir, ur, w + or, R-controlled vowels review (**father, water**)

### Unit Phonics Standards:

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
  - A. Write the upper and lowercase alphabets from memory.
  - B. Write a common grapheme (letter or letter group) for each phoneme.
  - C. Orally segment the phonemes in any single syllable, spoken word.
  - D. Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
  - A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - C. Initial and final consonant blends (must, slab, plump).
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant

- blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
  - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

<b>Content Area: ELA Reading</b>	<b>Grade Level: First Grade</b>
<b>Unit 4: Making History (SAVVAS: My View Literacy)</b>	<b>Length of time: 6 weeks</b>
Unit Theme: In this unit, students will talk with others about people who have made history. They will read biographies and understand elements of the genre. They will use language to make connections between reading and writing. They will write a personal narrative using elements of personal narratives.	
Essential Question: Why is the past important?	
<b>Unit Readings Objectives:</b>	

1 Grade ELA: Getting Ready Unit, Unit 1 to Unit 6

- Describe connections from the text to other texts or personal experiences
- Use text structure to learn more about the life about who the biography is about
- Determine the theme and topic of the text to better understand it
- Compare and contrast the two texts to determine how they are similar and different
- Identify the main idea about the text to determine what it is mainly about
- Generate questions for inquiry
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

#### **Unit Readings Standards:**

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- 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.
- 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).
- RL.CR.1.1. Ask and answer questions about key details in a literary 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).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.
- 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.
- RL.PP.1.5. Identify who is telling the story at various points in a text.
- 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).

- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Unit Writing Objectives:**

- Develop elements and structure about personal narrative writing
- Apply writers craft and convention of language to develop and write a personal narrative

#### **Unit Writing Standards:**

- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
  - A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
  - B. Provide dialogue and/or description and details of experiences, events, or characters.
  - C. Use transitional words to manage the sequence of events.
  - D. Provide a reaction to the experiences or events.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
  - A. With prompts and support, identify audience and purpose before writing.
  - B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

#### **Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)**

Week 24 to 29 (phonics skills and high frequency/irregular words)

24. ai and ay/ā/ (**today, very**), ee, ea, ey /ē/ (**above, among**)

25. oa, ow, oe /ō/ (**again, against**), ie, igh /ī/ (**always, almost**)

26. oo,u /oo/ (**floor, poor, door**), oo /ū/ (**won, son**)

27. ew, ui, ue /ū/ (**month**), au, aw, augh /aw/ (**hour, minute**)

28. ea /ě/, a/ǒ/ (**Monday, Wednesday**), oi, oy /oi/ (**February**)

29. ou, ow /ow/ (**eye, heart**), kn /n/, wr /r/, mb /m/ (**about**)

### Unit Phonics Standards:

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
  - A. Write the upper and lowercase alphabets from memory.
  - B. Write a common grapheme (letter or letter group) for each phoneme.
  - C. Orally segment the phonemes in any single syllable, spoken word.
  - D. Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
  - A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
  - C. Initial and final consonant blends (must, slab, plump).
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - A. Distinguish long from short vowel sounds in spoken single-syllable words.
  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

<b>Content Area: ELA Reading</b>	<b>Grade Level: First Grade</b>
<b>Unit 5: Beyond My World (SAVVAS: My View Literacy)</b>	<b>Length of time: 5 weeks</b>
Unit Theme: In this unit, students will talk with others about the seasons. They will read informational text and understand the elements of the genre. They will use language to make and use words to read and write informational text. They will write a how-to book using elements of informational research text.	
Essential Question: How do the seasons affect us?	
<b>Unit Readings Objectives:</b>	
<ul style="list-style-type: none"> <li>- Use text structure to learn more about the different seasons.</li> <li>- Use text features to locate more information about seasons around the world.</li> <li>- Recognize the features of persuasive text in order to identify it.</li> <li>- Determine the theme of the text to determine what it is mainly about.</li> </ul>	

- Use pictures and text to learn about what the season of winter looks like.
- Generate questions for inquiry
- Pick which season you think is the best and then think of reasons why it is the best
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

#### **Unit Readings Standards:**

- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.CR.1.1. Ask and answer questions about key details in a literary 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).
- 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, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
- RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - A. Read grade-level text with purpose and understanding.
  - B. Read grade-level text orally with accuracy, appropriate rate, and expression.



- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Unit Writing Objectives:**

- Develop elements of informational research texts.
- Develop the structure of informational research texts.
- Bridge reading and writing informational text through:
- Apply writer's craft and conventions of language to develop and write an informational research text.
- Publish, celebrate, and assess informational research texts.

#### **Unit Writing Standards:**

- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

opportunity to integrate climate change education.

- A. Introduce a topic.
- B. Develop the topic with facts or other information and examples related to the topic.
- C. Provide a conclusion.

-W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

- A. With prompts and support, identify audience and purpose before writing.
- B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

- 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.

#### **Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)**

Week 30 to 35 (phonics skills and high frequency/irregular words)

- 30. -s/-es, -er/-est
- 31. -ly, un-
- 32. doubling rule -ed, -ing/ doubling rule -er -est
- 33. drop -e rule, -y to i rule
- 34. Review
- 35. Review

#### **Unit Phonics Standards:**

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
  - A. Write the upper and lowercase alphabets from memory.
  - B. Write a common grapheme (letter or letter group) for each phoneme.
  - C. Orally segment the phonemes in any single syllable, spoken word.
  - D. Recognize that each syllable is organized around a vowel sound.
- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
  - A. Short vowels and single consonants.
  - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

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  - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - B. Decode regularly spelled one-syllable words.
  - C. Know final -e and common vowel team conventions for representing long vowel sounds.
  - D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
  - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
  - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

## Interdisciplinary Connections

### Math

- 1.DL.A.1: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

### Science

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

### Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

### Visual and Performing Arts

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing

<p>objects to make something new.</p> <ul style="list-style-type: none"> <li>- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</li> </ul>				
<b>Career Readiness, Life Literacies, and Key Skills</b>				
<ul style="list-style-type: none"> <li>- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</li> <li>- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.</li> <li>- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</li> <li>- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</li> <li>- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.</li> <li>- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.</li> </ul>				
<b>Computer Science and Design Thinking</b>				
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 8.1.2.AP.4: Break down a task into a sequence of steps.</li> <li>- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</li> <li>- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.</li> </ul>				
<b>Modifications</b>				
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At-Risk of School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding Word walls Sentence Stems Paragraph Frames	Word walls Visual aides Graphic organizers Multimedia	Teacher tutoring Peer tutoring Study guides Graphic organizers	Curriculum compacting Challenge assignments	Word walls Visual aides Graphic organizers Multimedia

Bilingual Dictionaries Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Extended time Parent communication Modified assignments Counseling	Enrichment activities Tiered activities Independent research/inquiry Collaborative teamworkDe Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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