

Marking Period 1 (MP1)	ESL Curriculum Pacing Guide Grade 1
MP1  Standards	<p>WIDA English Language Development (ELD) Standards represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards:</p> <p>ELD Standard 1: Language for Social and Instructional Purposes</p> <p>ELD-SI.K-3.Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share ideas about one's own and others' lived experiences and previous learning</li> <li>• Connect stories with images and representations to add meaning</li> <li>• Ask questions about what others have shared</li> <li>• Recount and restate ideas</li> <li>• Discuss how stories might end or next steps</li> </ul> <p>ELD-SI.K-3.Inform Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Define and classify objects or concepts</li> <li>• Describe characteristics, patterns, or behavior</li> <li>• Describe parts and wholes</li> <li>• Sort, clarify, and summarize ideas</li> <li>• Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-SI.K-3.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share initial thinking with others</li> <li>• Follow and describe cycles in diagrams, steps in procedures, or causes and effects</li> <li>• Compare and contrast objects or concepts</li> <li>• Offer ideas and suggestions</li> <li>• Act on feedback to revise understandings of how or why something works</li> </ul> <p>ELD Standard 2: Language for Language Arts Grade 1 ELD-LA .1. Narrate.Interpretive Multilingual learners will...</p>



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	<ul style="list-style-type: none"> <li>• Identifying a central message from key details</li> <li>• Identifying how character attributes and actions contribute to an event</li> <li>• Identifying words and phrases that suggest feelings or appeal to the senses</li> </ul> <p>ELD-LA .1.Narrate.Expressive Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Orient audience to story</li> <li>• Develop story events</li> <li>• Engage and adjust for audience</li> </ul> <p>ELD-LA .1 .Inform.Interpretive Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Identifying main topic and/or entity and key details</li> <li>• Asking and answering questions about descriptions of attributes and characteristics</li> <li>• Identifying word choices in relation to topic or content area</li> </ul> <p>ELD-LA .1 .Inform .Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>• Introduce and define topic and/or entity for audience</li> <li>• Describe attributes and characteristics with facts, definitions, and relevant details</li> </ul> <p>ELD Standard 5: Language for Social Studies</p> <p>ELD-SS.1.Inform.Interpretive Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Determining topic associated with compelling or supporting questions</li> <li>• Defining and classifying attributes, characteristics, and qualities in relevant information</li> </ul> <p>ELD-SS.1.Inform.Expressive Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Introduce topic associated with compelling or supporting questions</li> <li>• Provide details about disciplinary idea</li> </ul> <p>ELD-SS.1.Argue.Interpretive Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Identifying topic</li> <li>• Analyzing evidence gathered from source</li> </ul>



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	<ul style="list-style-type: none"> <li>• Evaluating source based on distinctions between fact and opinion</li> </ul> <p>ELD-SS.1.Argue.Expressive Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Introduce topic</li> <li>• Select relevant information to support claim with evidence</li> <li>• Show relationship between claim, evidence and reasoning</li> </ul> <hr/> <p>Reading Domain</p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p>RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).</p> <p>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).</p> <p>RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.PP.1.5. Identify who is telling the story at various points in a text.</p> <p>RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.</p> <p>RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is</p>



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	<p>applied, with prompting as needed. Language Domain</p> <p>Foundational Skills: Reading Language Print Concepts 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).</p> <p>Fluency 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.</p> <p>Foundational Skills: Writing Language 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.</p> <p>Spelling 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). D. Sentence Composition (Grammar, Syntax, and Punctuation)</p> <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3): A. Write sentences with increasing complexity.</p>



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	<p>B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</p> <p>C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.</p> <p>D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</p> <p>E. Use commas in dates and to separate single words in a series.</p> <p>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</p> <p>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</p> <p>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p> <p>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p> <p>L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <p style="padding-left: 20px;">A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.</p> <p style="padding-left: 20px;">B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p style="padding-left: 20px;">A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p style="padding-left: 20px;">B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p style="padding-left: 20px;">C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p style="padding-left: 20px;">D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p style="padding-left: 20px;">E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>Writing Domain</p> <p>W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.</p> <p style="padding-left: 20px;">A. Introduce an opinion.</p>



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	<p>B. Support the opinion with facts or other information and examples related to the topic. C. Provide a conclusion.</p> <p>W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. A. Introduce a topic. B. Develop the topic with facts or other information and examples related to the topic. C. Provide a conclusion.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.</p> <p>Speaking and Listening Domain</p> <p>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.</p> <p>SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other</p>



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	<p>media. SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>NJSLA- Social Studies</p> <p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws in school and communities are needed.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4: Explain how individuals can work together to make decisions in the classroom</p> <p>6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community</p>



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MP1 Topics	<p>The Modules “Nice to Meet You,” “My Family My Community” and “Amazing Animals” will address standards in Reading, Writing, Language, Speaking, Listening and Social Studies. The modules will address the following essential questions: “How can making new friends and learning new things help us? How does everyone in my family and community make it special? and How do animals bodies help them?” The Modules also focus on the Learning Mindsets of Seeking Challenges, Belonging and Curiosity. Each week, students will listen to read aloud texts as well as read interactive reading selections. The Writing component also features mentor texts which will provide students with a model on personal narratives and informational texts. Teacher-directed instruction, differentiated instruction, and collaborative learning will increase students’ ability to collect information and gain meaning through reading and writing. Through Read Alouds, Interactive and Mentor Texts, students will be given the opportunity to make connections to the world around them as well as respond to literature in a purposeful way.</p>
MP1 Skills/Concepts	<p>Skills/concepts: Story Structure, Author’s Purpose, Make Inferences, Central Idea, Retell, setting, Summarize, Text Features, Make Connections, Ask &amp; Answer Questions,</p> <p>Writing: Using Illustrations, Using nouns in writing, Adding to sentences, Punctuation, Writing about a Topic,</p>
MP1 Core Materials	Houghton Mifflin Harcourt



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MP1  Standards	<p><u>Reading Domain</u></p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).            RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).            RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).            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).            RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.            RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.            RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.            RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, 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.            RL.PP.1.5. Identify who is telling the story at various points in a text.            RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.            RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.            RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.            RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.</p> <p><u>Language Domain</u></p> <p>Foundational Skills: Reading Language  <i>Print Concepts</i></p>



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	<p>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).</p> <p><i>Phonological Awareness</i></p> <p>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.</p> <ul style="list-style-type: none"> <li>A. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul> <p><i>Phonics and Word Recognition</i></p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>B. Decode regularly spelled one-syllable words.</li> <li>C. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> <li>F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).</li> <li>G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</li> </ul> <p><i>Fluency</i></p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><i>Foundational Skills: Writing Language</i></p> <p>L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</p> <ul style="list-style-type: none"> <li>A. Write the upper and lowercase alphabets from memory.</li> <li>B. Write a common grapheme (letter or letter group) for each phoneme.</li> <li>C. Orally segment the phonemes in any single syllable, spoken word.</li> <li>D. Recognize that each syllable is organized around a vowel sound.</li> </ul> <p><i>Spelling</i></p> <p>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:</p>



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	<ul style="list-style-type: none"> <li>A. Short vowels and single consonants.</li> <li>B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).</li> <li>C. Initial and final consonant blends (must, slab, plump).</li> </ul> <p>Sentence Composition (Grammar, Syntax, and Punctuation)</p> <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</p> <ul style="list-style-type: none"> <li>A. Write sentences with increasing complexity.</li> <li>B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</li> <li>C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.</li> <li>D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</li> <li>E. Use commas in dates and to separate single words in a series.</li> <li>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</li> <li>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</li> <li>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</li> <li>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</li> </ul> <p>L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <ul style="list-style-type: none"> <li>A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.</li> <li>B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> </ul> <p>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> </ul>



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	<p>E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><u>Writing Domain</u></p> <p>W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.</p> <ul style="list-style-type: none"> <li>A. Introduce an opinion.</li> <li>B. Support the opinion with facts or other information and examples related to the topic.</li> <li>C. Provide a conclusion.</li> </ul> <p>W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic.</li> <li>B. Develop the topic with facts or other information and examples related to the topic.</li> <li>C. Provide a conclusion.</li> </ul> <p>W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</p> <ul style="list-style-type: none"> <li>A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.</li> <li>B. Provide dialogue and/or description and details of experiences, events, or characters.</li> <li>C. Use transitional words to manage the sequence of events.</li> <li>D. Provide a reaction to the experiences or events.</li> </ul> <p>W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>A. With prompts and support, identify audience and purpose before writing.</li> <li>B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.</li> </ul> <p>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.</p> <p>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.</p> <p>W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.</p> <p><u>Speaking and Listening Domain</u></p> <p>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.</p>



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	<p>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).</p> <p>B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p>
<p>MP1</p> <p>Topics</p>	<p>The Modules “¡Gusto en conocer!” “Mi familia, mi comunidad,” and “Animales Asombrosos” will address standards in Reading, Writing, Language, Speaking and Listening. The modules will address the following essential questions: “¿Por qué es importante hacer nuevos amigos y aprender cosas nuevas? ¿De qué manera mi familia y mis vecinos hacen que mi comunidad sea especial? and ¿Cómo usan sus cuerpos los animales?” The Modules also focus on the Learning Mindsets of <i>Buscar Desafíos</i>, <i>Pertenecer</i> and <i>curiosidad</i>. Each week, students will listen to read aloud texts as well as read interactive reading selections. The Writing Workshop component also features mentor texts which will provide students with a model on personal narratives and informational texts.</p> <ul style="list-style-type: none"> <li>○ Module 1: ¿Por qué es importante hacer nuevos amigos y aprender cosas nuevas?</li> <li>○ Module 2: ¿De qué manera mi familia y mis vecinos hacen que mi comunidad sea especial?</li> <li>○ Module 3: ¿Cómo usan sus cuerpos los animales?</li> </ul>
<p>MP1</p> <p>Skills/Concepts</p>	<p>Weekly Read Aloud: Teacher Read Alouds to model fluent reading and develop comprehension of text.</p> <p>Vocabulary: Students will be able to identify and read high frequency words</p> <p>Alphabetic Principle: Students will identify the syllables with consonants</p> <p>Reading Comprehension: Students will read short stories and answer questions.</p>



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	Writing: Students will write a complete sentence with a detailed picture and labels.
MP1 Core Materials	Houghton Mifflin Harcourt



<u>Marking Period 2 (MP2)</u>	ESL Curriculum Pacing Guide Grade 1
MP2  Standards for ESL	<p>WIDA English Language Development (ELD) Standards represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards:</p> <p>ELD: Standard 1: Language for Social and Instructional Purposes            ELD-SI.K-3.Narrate            Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share ideas about one's own and others' lived experiences and previous learning</li> <li>• Connect stories with images and representations to add meaning</li> <li>• Ask questions about what others have shared</li> <li>• Recount and restate ideas</li> <li>• Discuss how stories might end or next steps</li> </ul> <p>ELD-SI.K-3.Inform            Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Define and classify objects or concepts</li> <li>• Describe characteristics, patterns, or behavior</li> <li>• Describe parts and wholes</li> <li>• Sort, clarify, and summarize ideas</li> <li>• Summarize information from interaction with others and from learning experiences</li> </ul> <p>ELD-SI.K-3.Explain            Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share initial thinking with others</li> <li>• Follow and describe cycles in diagrams, steps in procedures, or causes and effects</li> <li>• Compare and contrast objects or concepts</li> <li>• Offer ideas and suggestions</li> <li>• Act on feedback to revise understandings of how or why something works</li> </ul> <p>ELD Standard 2: Language for Language Arts            ELD-LA .1. Narrate.Interpretive            Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Identifying a central message from key details</li> </ul>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 1
	<ul style="list-style-type: none"> <li>• Identifying how character attributes and actions contribute to an event</li> <li>• Identifying words and phrases that suggest feelings or appeal to the senses</li> </ul> <p>ELD-LA .1.Narrate.Expressive Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Orient audience to story</li> <li>• Develop story events</li> <li>• Engage and adjust for audience</li> </ul> <p>ELD-LA .1 .Inform.Interpretive Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Identifying main topic and/or entity and key details</li> <li>• Asking and answering questions about descriptions of attributes and characteristics</li> <li>• Identifying word choices in relation to topic or content area</li> </ul> <p>ELD-LA .1 .Inform .Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> <li>• Introduce and define topic and/or entity for audience</li> <li>• Describe attributes and characteristics with facts, definitions, and relevant details</li> </ul> <p>ELD Standard 5: Language for Social Studies ELD-SS.1.Inform.Interpretive Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Determining topic associated with compelling or supporting questions</li> <li>• Defining and classifying attributes, characteristics, and qualities in relevant information</li> </ul> <p>ELD-SS.1.Inform.Expressive Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Introduce topic associated with compelling or supporting questions</li> <li>• Provide details about disciplinary idea</li> </ul> <p>ELD-SS.1.Argue.Interpretive Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Identifying topic</li> <li>• Analyzing evidence gathered from source</li> <li>• Evaluating source based on distinctions between fact and opinion</li> </ul> <p>ELD-SS.1.Argue.Expressive Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Introduce topic</li> </ul>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 1
	<ul style="list-style-type: none"> <li>• Select relevant information to support claim with evidence</li> <li>• Show relationship between claim, evidence and reasoning</li> </ul> <p>Foundational Skills: Writing Language</p> <p>L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</p> <ul style="list-style-type: none"> <li>A. Write the upper and lowercase alphabets from memory.</li> <li>B. Write a common grapheme (letter or letter group) for each phoneme.</li> <li>C. Orally segment the phonemes in any single syllable, spoken word.</li> <li>D. Recognize that each syllable is organized around a vowel sound.</li> </ul> <p>Spelling</p> <p>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:</p> <ul style="list-style-type: none"> <li>A. Short vowels and single consonants.</li> <li>B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).</li> <li>C. Initial and final consonant blends (must, slab, plump).</li> </ul> <p>Sentence Composition (Grammar, Syntax, and Punctuation)</p> <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</p> <ul style="list-style-type: none"> <li>A. Write sentences with increasing complexity.</li> <li>B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</li> <li>C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.</li> <li>D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</li> <li>E. Use commas in dates and to separate single words in a series.</li> <li>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</li> </ul>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 1
	<p>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</p> <p>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</p> <p>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</p> <p>L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <p>A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.</p> <p>B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p><u>Writing Domain</u></p> <p>W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.</p> <p>A. Introduce an opinion.</p> <p>B. Support the opinion with facts or other information and examples related to the topic.</p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 1
	<p>C. Provide a conclusion.</p> <p>W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic.</li> <li>B. Develop the topic with facts or other information and examples related to the topic.</li> <li>C. Provide a conclusion.</li> </ul> <p>W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</p> <ul style="list-style-type: none"> <li>A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.</li> <li>B. Provide dialogue and/or description and details of experiences, events, or characters.</li> <li>C. Use transitional words to manage the sequence of events.</li> <li>D. Provide a reaction to the experiences or events.</li> </ul> <p>W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>A. With prompts and support, identify audience and purpose before writing.</li> <li>B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.</li> </ul> <p>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.</p> <p>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.</p> <p>W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.</p> <p><u>Speaking and Listening Domain</u></p> <p>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.</p> <ul style="list-style-type: none"> <li>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).</li> </ul>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 1
	<p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>NJSLS-Social Studies</p> <p>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</p> <p>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p> <p>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</p> <p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.CivicsPR.1: Determine what makes a good rule or law.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws in school and communities are needed.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4: Explain how individuals can work together to make decisions in the classroom</p> <p>6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community</p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 1
MP2 Topics	<p>The modules “Better Together/Maps and Globes,” “Now You See It, Now You Don’t/ Where we live” and “Celebrate America/weather” will address standards in reading, writing, language, speaking and listening. The modules will address the following essential questions: “Why is it important to do my best and get along with others”, Why do light and dark come and go? and What do holidays and symbols tell about our country? These modules also focus on the Learning Mindsets of Curiosity, Asking for Help, Problem Solving, and Purpose. Each week, students will listen to read aloud texts as well as read interactive reading selections. The Writing component also features mentor texts which will provide students with a model on personal narratives and informational texts. Teacher-directed instruction, differentiated instruction, and collaborative learning will increase students’ ability to collect information and gain meaning through reading and writing. Through Read Alouds, Interactive and Mentor Texts, students will be given the opportunity to make connections to the world around them as well as respond to literature in a purposeful way.</p>
MP2 Skills/Concepts	<p>Skills/concepts: Summarize, Text Organization, Ask &amp; Answer Questions, Story Structure, Text Feature, Make Inferences, Predictions, Central Idea, Theme, Main Idea, Graphic Features, Supporting Details</p> <p>Writing: Personal Narrative</p>
MP2 Core Materials	Houghton Mifflin Harcourt



<u>Marking Period 2 (MP2)</u>	SPA ELA Curriculum Pacing Guide Grade 1
MP2  Standards	<p><u>Reading Domain</u></p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).            RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).            RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).            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).            RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.            RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.            RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.            RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, 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.            RL.PP.1.5. Identify who is telling the story at various points in a text.            RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.            RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.            RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.            RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.</p> <p><u>Language Domain</u></p> <p>Foundational Skills: Reading Language            Print Concepts            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).            Phonological Awareness</p>



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade 1
	<p>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.</p> <ul style="list-style-type: none"> <li>A. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul> <p>Phonics and Word Recognition</p> <p>L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>B. Decode regularly spelled one-syllable words.</li> <li>C. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> <li>F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).</li> <li>G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.</li> </ul> <p>Fluency</p> <p>L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>Foundational Skills: Writing Language</p> <p>L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</p> <ul style="list-style-type: none"> <li>A. Write the upper and lowercase alphabets from memory.</li> <li>B. Write a common grapheme (letter or letter group) for each phoneme.</li> <li>C. Orally segment the phonemes in any single syllable, spoken word.</li> <li>D. Recognize that each syllable is organized around a vowel sound.</li> </ul> <p>Spelling</p> <p>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:</p> <ul style="list-style-type: none"> <li>A. Short vowels and single consonants.</li> <li>B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).</li> </ul>



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade 1
	<p>D. Initial and final consonant blends (must, slab, plump).</p> <p>Sentence Composition (Grammar, Syntax, and Punctuation)</p> <p>L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</p> <ul style="list-style-type: none"> <li>A. Write sentences with increasing complexity.</li> <li>B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.</li> <li>C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.</li> <li>D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.</li> <li>E. Use commas in dates and to separate single words in a series.</li> <li>F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.</li> <li>G. Write statements in response to questions, and questions transformed from statements, using conventional word order.</li> <li>H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.</li> <li>I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).</li> </ul> <p>L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <ul style="list-style-type: none"> <li>A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.</li> <li>B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> </ul> <p>L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade 1
	<p><u>Writing Domain</u></p> <p>W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.</p> <ul style="list-style-type: none"> <li>A. Introduce an opinion.</li> <li>B. Support the opinion with facts or other information and examples related to the topic.</li> <li>C. Provide a conclusion.</li> </ul> <p>W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic.</li> <li>B. Develop the topic with facts or other information and examples related to the topic.</li> <li>C. Provide a conclusion.</li> </ul> <p>W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</p> <ul style="list-style-type: none"> <li>A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.</li> <li>B. Provide dialogue and/or description and details of experiences, events, or characters.</li> <li>C. Use transitional words to manage the sequence of events.</li> <li>D. Provide a reaction to the experiences or events.</li> </ul> <p>W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>A. With prompts and support, identify audience and purpose before writing.</li> <li>B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.</li> </ul> <p>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.</p> <p>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.</p> <p>W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.</p> <p><u>Speaking and Listening Domain</u></p> <p>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.</p> <ul style="list-style-type: none"> <li>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).</li> <li>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> </ul>



Marking Period 2 (MP2)	SPA ELA Curriculum Pacing Guide Grade 1
	<p>D. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p>
<p>MP2</p> <p>Topics</p>	<p>The modules “Mejor juntos” “Ahora los ves, ahora no lo ves”, and “Homenaje a Estados Unidos de América” will address standards in reading, writing, language, speaking and listening. The modules will address the following essential questions: “¿Por qué es importante hacer lo posible por llevarme bien con los demás?, ¿Por qué hay momentos de luz y momentos de oscuridad?” and ¿Qué nos cuentan los días festivos y los símbolos sobre nuestro país? The Modules also focus on the Learning Mindsets of <i>Curiosidad</i>, <i>Pedir ayuda</i>, <i>Resolución de problemas</i>, and <i>propósito</i>. Each week, students will listen to read aloud texts as well as read interactive reading selections. The Writing component also features mentor texts which will provide students with a model on personal narratives and informational texts.</p> <ul style="list-style-type: none"> <li>• Module 4:¿Por qué es importante hacer lo posible por llevarme bien con los demás?</li> <li>• Module 5:¿Por qué hay momentos de luz y momentos de oscuridad?</li> <li>• Module 6:¿Qué nos cuentan los días festivos y los símbolos sobre nuestro país?</li> </ul>
<p>MP2</p> <p>Skills/Concepts</p>	<p>Weekly Read Aloud: Teacher Read Alouds to model fluent reading and develop comprehension of text.</p> <p>Vocabulary: Identify High Frequency Words</p> <p>Alphabetic Principal: Write dictated words and/or sentence containing any of the syllables learned in MP2:</p> <p>Reading Comprehension: Students will be able to read a text (cold read) and answer comprehension questions.</p> <p>Writing: Students will write a personal narrative.</p>



<u>Marking Period 2 (MP2)</u>	SPA ELA Curriculum Pacing Guide Grade 1
MP2  Core Materials	Houghton Mifflin Harcourt

<u>Marking Period 3 (MP3)</u>	ESL Curriculum Pacing Guide Grade 1
MP3  Standards	<p>WIDA English Development Standards</p> <p>ELD-SI.K-3.Narrate Multilingual learners will... Share ideas about one's own and others' lived experiences and previous learning Connect stories with images and representations to add meaning Ask questions about what others have shared Recount and restate ideas Discuss how stories might end or next steps</p> <p>ELD-SI.K-3.Inform Multilingual learners will... Define and classify objects or concepts Describe characteristics, patterns, or behavior Describe parts and wholes Sort, clarify, and summarize ideas Summarize information from interaction with others and from learning experiences</p> <p>ELD-SI.K-3.Explain Multilingual learners will... Share initial thinking with others Follow and describe cycles in diagrams, steps in procedures, or causes and effects Compare and contrast objects or concepts Offer ideas and suggestions Act on feedback to revise understandings of how or why something works</p>



ELD Standard 2: Language for Language Arts

Grade 1

ELD-LA .1. Narrate.Interpretive

Multilingual learners will...

Identifying a central message from key details

Identifying how character attributes and actions contribute to an event

Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA .1.Narrate.Expressive

Multilingual learners will...

Orient audience to story

Develop story events

Engage and adjust for audience

ELD-LA .1 .Inform.Interpretive

Multilingual learners will...

Identifying main topic and/or entity and key details

Asking and answering questions about descriptions of attributes and characteristics

Identifying word choices in relation to topic or content area

ELD-LA .1 .Inform .Expressive

Construct informational texts in language arts that

Introduce and define topic and/or entity for audience

Describe attributes and characteristics with facts, definitions, and relevant details

ELD Standard 5: Language for Social Studies

Grade 1

ELD-SS.1.Inform.Interpretive

Multilingual learners will...

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Inform.Expressive

Multilingual learners will...

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary idea

ELD-SS.1.Argue.Interpretive

Multilingual learners will...



- Identifying topic
  - Analyzing evidence gathered from source
  - Evaluating source based on distinctions between fact and opinion
- ELD-SS.1.Argue.Expressive  
Multilingual learners will...
- Introduce topic
  - Select relevant information to support claim with evidence
  - Show relationship between claim, evidence and reasoning

NJSLA ELA

Reading Domain

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

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).

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, 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.

RL.PP.1.5. Identify who is telling the story at various points in a text.



RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

#### Language Domain

#### Foundational Skills: Reading Language

##### Print Concepts

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).

##### Phonological Awareness

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.

Distinguish long from short vowel sounds in spoken single-syllable words.

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

##### Phonics and Word Recognition

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

Decode regularly spelled one-syllable words.



Know final -e and common vowel team conventions for representing long vowel sounds.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).

Recognize the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

Read grade-level text with purpose and understanding.

Read grade-level text orally with accuracy, appropriate rate, and expression.

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

Foundational Skills: Writing Language

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.

Write a common grapheme (letter or letter group) for each phoneme.

Orally segment the phonemes in any single syllable, spoken word.

Recognize that each syllable is organized around a vowel sound.

Spelling

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:

Short vowels and single consonants.

Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

Initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)



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

Write sentences with increasing complexity.

Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.

Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

Use commas in dates and to separate single words in a series.

Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

Write statements in response to questions, and questions transformed from statements, using conventional word order.

Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

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

Choose flexibly from an array of strategies to determine the meaning of words and phrases.

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

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

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

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

Identify real-life connections between words and their use (e.g., note places at home that are cozy).



Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Writing Domain

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

Introduce an opinion.

Support the opinion with facts or other information and examples related to the topic.

Provide a conclusion.

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

Introduce a topic.

Develop the topic with facts or other information and examples related to the topic.

Provide a conclusion.

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

Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.

Provide dialogue and/or description and details of experiences, events, or characters.

Use transitional words to manage the sequence of events.

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.

With prompts and support, identify audience and purpose before writing.

With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.



	<p>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.</p> <p>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.</p> <p>W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.</p> <p>Speaking and Listening Domain</p> <p>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.</p> <p>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).</p> <p>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>NJSLS-Social Studies</p>
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	<p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.</p> <p>6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.</p> <p>6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity</p>
MP3Topics	<p>The modules “The Big Outdoors,” “Tell Me a Story” and “Grow Plants, Grow!” will address standards in Reading, Writing, Language, Speaking and Listening. The modules will address the following essential questions: How do things in nature change? What lessons can we learn from stories? and What do plants need to live and grow? The Modules also focus on the Learning Mindsets of Noticing, Resilience, and Setting Goals. Each week, students will listen to read aloud texts as well as read interactive reading selections. The Writing component also features mentor texts which will provide students with a model on personal narratives and informational texts. Teacher-directed instruction, differentiated instruction, and collaborative learning will increase students’ ability to collect information and gain meaning through reading and writing. Through Read Alouds, Interactive and Mentor Texts, students will be given the opportunity to make connections to the world around them as well as respond to literature in a purposeful way.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Module 6: What do holidays and symbols tell about our country?</li> <li>• Module 7: How do things in nature change?</li> <li>• Module 8: What lessons can we learn from stories?</li> <li>• Module 9: What do plants need to live and grow?</li> <li>• U.S. Symbols:</li> </ul>



	<ul style="list-style-type: none"> <li>o What are some important symbols of the United States and why are they important?</li> <li>• Holidays: <ul style="list-style-type: none"> <li>o Why do people celebrate national holidays?</li> </ul> </li> </ul>
MP3 Skills/Concepts	<p>Skills/concepts: Continue with Chronological Order / Setting / Point of View / Synthesize / Central Idea / Characters / Make Connections / Theme / Make Inferences / Author’s Purpose / Central Idea / Synthesize</p> <p>Writing: Explanatory</p>
MP3 Core Materials	Houghton Mifflin Harcourt

<u>Marking Period 3</u> <u>(MP3)</u>	SPA ELA Curriculum Pacing Guide Grade 1
MP3 Standards	<p><u>Reading Domain</u></p> <p>RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).</p> <p>RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).</p> <p>RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).</p> <p>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).</p> <p>RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p>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.</p> <p>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.</p>



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.

RL.PP.1.5. Identify who is telling the story at various points in a text.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

### Language Domain

#### Foundational Skills: Reading Language

##### *Print Concepts*

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).

##### *Phonological Awareness*

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).

##### *Phonics and Word Recognition*

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.

*Fluency*

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.

Foundational Skills: Writing Language

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.

*Spelling*

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).

*Sentence Composition (Grammar, Syntax, and Punctuation)*

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

- A. Write sentences with increasing complexity.
- B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.



- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- E. Use commas in dates and to separate single words in a series.
- F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
- G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
- H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

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

- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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.
- B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- E. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

#### Writing Domain

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

- A. Introduce an opinion.
- B. Support the opinion with facts or other information and examples related to the topic.



- C. Provide a conclusion.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
  - A. Introduce a topic.
  - B. Develop the topic with facts or other information and examples related to the topic.
  - C. Provide a conclusion.
- 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.
- 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.

Speaking and Listening Domain

- 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.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.



	<p>SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.1.6. Produce complete sentences when appropriate to task and situation.</p>
<p>MP3</p> <p>Topics</p>	<p>The Modules “Maravillas de la naturaleza,” “Cuéntame un cuento” and “¡Creczan, plantas, crezcan!” will address standards in Reading, Writing, Language, Speaking and Listening. The modules will address the following essential questions: ¿Cómo cambian las cosas en la naturaleza? ¿Qué lecciones podemos aprender de los cuentos? and ¿Qué necesitan las plantas para vivir y crecer? The Modules also focus on the Learning Mindsets of Observar, Resiliencia, and Establecer Objetivos. Each week, students will listen to read aloud texts as well as read interactive reading selections. The Writing component also features mentor texts which will provide students with a model on personal narratives and informational texts. Teacher-directed instruction, differentiated instruction, and collaborative learning will increase students’ ability to collect information and gain meaning through reading and writing. Through Read Alouds, Interactive and Mentor Texts, students will be given the opportunity to make connections to the world around them as well as respond to literature in a purposeful way.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Module 6:¿Qué nos cuentas los días festivos y los símbolos sobre nuestro país?</li> <li><input type="checkbox"/> Module 7:¿Cómo cambian las cosas en la naturaleza?</li> <li><input type="checkbox"/> Module 8:¿Qué lecciones podemos aprender de los cuentos?</li> <li><input type="checkbox"/> Module 9:¿Qué necesitan las plantas para vivir y crecer?</li> </ul>
<p>MP3</p> <p>Skills/Concepts</p>	<p>Weekly Read Aloud: Teacher Read Alouds to model fluent reading and develop comprehension of text</p> <p>Vocabulary-Students will identify and read high-frequency words</p> <p>Alphabetic Principle- Write dictated words and/or sentence containing any of the syllables learned in MP3</p> <p>Writing- Explanatory Writing</p>



MP3 Core Materials	Houghton Mifflin Harcourt

