

Grade 1 ELA

Unit Title: Skills 1: Snap Shots; **Knowledge 1:** The Moral of the Story: Fables and Tales

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

RL.CI.1.2 Determine central message and retell a sequence of events in literary texts.

RL.IT.1.3 Describe characters, settings, and major events in a story using key details.

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

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).

Writing Domain

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

W.WR.1.5 With prompting and support, generate questions through shared research about a topic and determine possible sources.

W.SE.1.6 With guidance and support, 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.

Language Domain

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.

L.VL.1.2a Choose flexibly from an array of strategies to determine the meaning of words and phrases.

L.VL.1.2b 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.

L.VI.1.3a Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3d Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.WF.1.1 Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.WF.1.1a Write the upper and lowercase alphabets from memory.

L.WF.1.1c Orally segment the phonemes in any single syllable, spoken word.

L.WF.1.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words

L.WF.1.2a Short vowels and single consonants.

L.WF.1.2b Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

L.WF.1.3a Write sentences with increasing complexity.

L.WF.1.3c Capitalize the first word of a sentence, days of the week, months, names of people, and proper names

L.WF.1.3d Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

L.WF.1.3e Use commas in dates and to separate single words in a series.

L.WF.1.3.I Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.WF.1.3.F Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

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).

L.RF.1.2b Distinguish long from short vowel sounds in spoken single-syllable words.

L.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

L.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

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L.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. L.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. L.RF.1.3b Decode regularly spelled one-syllable words. L.RF.1.3f Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). L.RF.1.3g Recognize the parts of high-frequency words that are regular and the parts that are irregular. L.RF.1.4 Read with sufficient accuracy and fluency to support comprehension. L.RF.1.4a Read grade-level text with purpose and understanding. L.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression. Speaking & Listening Domain SL.PE.1.1 Participate in collaborative conversations about grade-level topics and texts with peers and adults. SL.PE.1.1a 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). SL.II.1.2 Ask and answer questions about key details in a text read aloud or information presented orally/media. SL.ES.1.3 Ask and answer questions about what a speaker says to gather information or clarify understanding. 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.		
Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking		
Standard	Performance Expectations	Core Ideas
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives	Brainstorming can create new, innovative ideas.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.
Central Idea/Enduring Understanding: Skills: Fluent reading, understanding how print works, and using grammar, punctuation, vocabulary, and high-frequency (Tricky) words help readers make meaning from text. Reading with a partner and responding to comprehension questions through speaking and writing strengthens understanding, communication, and confidence as readers. Knowledge: Stories such as fables and folktales teach important life lessons while helping readers build vocabulary, strengthen comprehension, understand story elements, and appreciate the cultures and traditions from which the stories come.		Essential/Guiding Question: Skills: How do the sounds and patterns in words help us become confident readers? Knowledge: How does listening, reading, and discussing texts help us build knowledge about the world?
Content: Skills: Sounds and spellings correspondences		Objectives: Skills: Identify 5 short vowel sounds and 25 consonant/consonant

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Tricky Words Sound-spelling patterns Reading fluency Knowledge: Elements of Fables and Folktales Story structure of Fables and Folktales Vocabulary Ethical lessons learned Types of Fiction Narrative Writing	digraph sounds Spell words with double-letter spellings Identify Tricky Spellings 'th' >/th/, /th/ and 's' pronounced /s/ or /z/ Identify consonant digraphs ('ch', 'sh', 'th', 'ng') Identify Tricky Words (review from K) Read stories in the decodable Reader with fluency Answer story questions Knowledge: Demonstrate understanding of key vocabulary Deepen comprehension through "Somebody Wanted But So Then" strategy Set a purpose for listening and understand the meaning behind sayings and phrases Explore the genre of narrative writing
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Interdisciplinary Connections:

Visual and Performing Arts

1.5.2.Cn10a Create art that tells a story or describes life events in home, school and community.

Social Studies

6.1.2.CivicsPI.3 Explain how individuals work with different levels of government to make rules.

6.1.2.HistoryUP.3 Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

6.1.2.HistorySE.1 Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history

6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Health/P.E.

2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Skills Unit Assessment
- CKLA Knowledge Domain Assessments

Benchmark Assessments

- DIBELS

Other Evidence:

- Student Data Notebooks
- Orally administered assessments
- Visual representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Skills:

Chorally, identify five short vowel sounds and twenty-five consonant/consonant digraph sounds.

Air-spell words with double-letter spellings.

Identify Tricky Spellings: 'th' >/th/, /th/, 's' pronounced /s/ or /z/ with letter tiles.

Model fluent reading.

Decode and spell consonant digraphs: 'ch', 'sh', 'th', 'ng' using whiteboards.

Turn and Talk

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

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Think-Pair-Share Think-alouds Knowledge: Vocabulary Charts-key vocabulary Use pictures, gestures, and real objects to introduce vocabulary “Somebody Wanted But So Then” strategy Discussion- the meaning of certain sayings and phrases. Turn and Talk Graphic Organizer-narrative writing	• Learning for Justice • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers *Be sure to only include applicable resources.
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Skills 2: Gran ; **Knowledge 2:** From Nose to Toes: How Your Body Works

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

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

Writing Domain

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W.NW.1.3 With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
W.NW.1.3a Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
W.NW.1.3b Provide dialogue and/or description and details of experiences, events, or characters.
W.WP.1.4 With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing
W.WP.1.4b With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
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.
Language Domain
L.VI.1.3d Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.KL.1.1 With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.WF.1.1c Orally segment the phonemes in any single syllable, spoken word.
L.WF.1.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
L.WF.1.3a Write sentences with increasing complexity.
L.WF.1.3d Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
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).
L.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2d 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
L.RF.1.3b Decode regularly spelled one-syllable words.
L.RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.
L.RF.1.3d Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.RF.1.3f Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
L.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
L.RF.1.4a Read grade-level text with purpose and understanding.
L.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
Speaking & 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.
SL.PE.1.1a 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).
SL.II.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.AS.1.6 Produce complete sentences when appropriate to task and situation.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2, GeoGI.2)	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives	Brainstorming can create new, innovative ideas.

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9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide
<u>Central Idea/Enduring Understanding:</u> Skills: Students learn that vowel sounds can be represented by common spelling patterns and apply this knowledge to read and write words. Students use separated digraphs and new Tricky Words to improve word recognition and reading accuracy. Students develop grammar knowledge by identifying and using common and proper nouns. Students apply phonics, spelling, and grammar skills to become more fluent and confident readers and writers. Knowledge: The human body is a network of systems that contains organs that work together to provide vital functions. There are many parts and functions of the 5 systems. Germs can cause disease but there are many ways to stop the spread of disease. The five keys of good health are to eat well, exercise, sleep, keep clean, and have regular checkups.		<u>Essential/Guiding Question:</u> Skills: How does knowing more spelling patterns help us read and write new words? Knowledge: How does listening, reading, and discussing texts help us build knowledge about ourselves and the world?
<u>Content:</u> Skills: Vowel spellings Letter-sound correspondence Tricky words Word decoding and encoding Decodable text reading Reading fluency and accuracy Reading comprehension Dictation and sentence writing Knowledge: The 5 systems of the human body 5 keys to good health Importance of food groups Care and maintenance of human body Doctors and scientists who aided in the cure of diseases Narrative writing		<u>Skills(Objectives):</u> Skills: Read and write long vowel sounds, including separated vowel digraphs (e.g., CVCe words). Identify and use common and proper nouns. Identify and spell Tricky Words: he, she, be, me, we, they, their, my, by, you, your. Spell dictated words. Knowledge: Describe the human body as a network of systems. Identify and distinguish between the five systems of the human body. Explain the effects of germs and the importance of vaccines. Describe ways to stay healthy. Identify the food groups in a well-balanced diet. Demonstrate understanding of key vocabulary. Identify the elements of a narrative. Use a graphic organizer to plan and draft writing. Plan, draft, and revise a group narrative about solving a problem.

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Interdisciplinary Connections:

Science

1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Health & Physical Education

2.1.2.PGD.1 Explore how different body parts and body systems work together to support daily activities.

Visual and Performing Arts

1.3A.2.Cr1a Generate and conceptualize artistic ideas and work.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Skills Unit Assessment
- CKLA Knowledge Domain Assessments

Benchmark Assessments

- DIBELS

Other Evidence:

- Student Data Notebooks
- Orally administered assessments
- Visual representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Skills:

Read and write long vowel sounds, i
Read and write vowel digraphs
Use oral language games to Identify common and proper nouns
Identify and spell Tricky Words: *he, she, we, be, me, we, they, their, my, by, you, your* within authentic reading.
Spell dictated words
Turn and Talk
Think-Pair-Share
Think-alouds

Knowledge:

Use pictures, gestures, and real objects for key vocabulary.
“Somebody Wanted But So Then” strategy
Turn and Talk
Use text evidence to identify important information in a text.
Collect and synthesize information in a group.
Create a body systems booklet.
Attentive listening practice

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [Respect Ability: Fighting Stigmas. Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers>

*Be sure to only include applicable resources.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers,	Small-Group Instruction Graphic Organizers	Guided Practice Sentence Starters Discussions Stems	Any student requiring further accommodations and/or modifications will have them individually listed in

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concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Skills 3: Fables; **Knowledge 3:** Common Threads: Different Lands, Similar Stories

Stage 1: Desired Results

Standards & Indicators:

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).

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

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

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).

Writing Domain

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

W.AW.1.1a Introduce an opinion.

W.AW.1.1b Support the opinion with facts or other information and examples related to the topic.

W.AW.1.1c 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.

W.NW.1.3a Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.

W.NW.1.3b Provide dialogue and/or description and details of experiences, events, or characters.

W.NW.1.3c Use transitional words to manage the sequence of events.

W.NW.1.3d 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

W.WP.1.4a With prompts and support, identify audience and purpose before writing

W.WP.1.4b 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.

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Language Domain

- L.VI.1.3d** Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.KL.1.1** With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.WF.1.1b** Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.2** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words
- L.WF.1.3a** Write sentences with increasing complexity.
- L.WF.1.3d** Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- L.WF.1.3j** Use capitals for the first word in a sentence and proper names.
- 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.
- L.RF.1.2b** Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.
- L.RF.1.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- L.RF.1.2d** 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
- L.RF.1.3b** Decode regularly spelled one-syllable words.
- L.RF.1.3c 1.3A.2.Cr2a** Create art or design using a variety of artistic processes and materials final -e and common vowel team conventions for representing long vowel sounds.
- L.RF.1.3f** Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- L.RF.1.3g** Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4** Read with sufficient accuracy and fluency to support comprehension.

Speaking & 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.
- SL.II.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.PI.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 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.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives	Brainstorming can create new, innovative ideas.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide

Central Idea/Enduring Understanding:

Skills:

Understanding that letters and letter patterns work together in different ways to represent vowel sounds helps readers decode unfamiliar words and

Essential/Guiding Question:

Skills:

How do strong readers and writers use what they know about sounds, words, and sentences to understand stories and communicate their ideas clearly?

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spell accurately. By applying phonics, Tricky Words, grammar (including verb tenses), and writing skills, students become more fluent readers and more effective communicators in both reading and writing. Knowledge: Some fairy tales and folktales are well-known throughout the world. Distinct cultures often have their own unique versions of fairy tales. Fairy tales and folktales from around the globe often share common themes. Fairy tales and folktales teach valuable, universal lessons.	Knowledge: How does listening, reading, and discussing texts help us build knowledge about the world?
Content: Skills: Alternative vowel spellings Letter-sound correspondence Tricky Words Word decoding and encoding Present, past, and future tense verbs Reading decodable text Reading fluency and accuracy Reading comprehension Dictation and sentence writing Narrative writing Writing in response to text Knowledge: Three common themes of fairy tales and folktales Opportunity to appreciate diversity Learn valuable, universal lessons Explore how folktales treat similar themes and characters Narrative retelling of a fairy tale Generating statements and interrogative sentences Using conjunctions to expand and connect.	Skills(Objectives): Skills: Read and write words with vowel sounds: /oo/, /oo/, /ou/, /oi/, /aw/ Distinguish between similar vowel sounds: /ue/, /oo/, /oo/, /u/ Identify and spell Tricky Words: should, could, would, down, because Spell grade-level words Identify and use verbs and verb tenses Use the writing process to compose a narrative Knowledge: Demonstrate understanding of key vocabulary Identify a purpose for learning Make text-to-text connections Retell stories using domain-specific vocabulary and correct sequencing Compare and contrast diverse fairy tales and folktales Plan, draft, and revise a narrative retelling of a fairy tale
Interdisciplinary Connections: Social Studies 6.1.2.HistoryUP.2 Use evidence to compare how different people lived in the past to how they live today. 6.1.2.GEOSV.1 Use maps to identify the locations of places and explain why location matters. Visual and Performing Arts 1.3A.2.Cr2a Create art or design using a variety of artistic processes and materials. 1.3A.2.Cn11a Relate artistic ideas and works with societal, cultural, and historical context.	
Stage 2: Assessment Evidence	
Performance Task(s): Formative Assessments - Check for Understanding - Exit Pass Summative Assessments - CKLA Skills Unit Assessment	Other Evidence: - Student Data Notebooks - Orally administered assessments - Visual representations - Graphic organizers - NWEA MAP

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- CKLA Knowledge Domain Assessments Benchmark Assessments - DIBELS			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Skills: Read and write words with vowel sounds: /oo/, /oo/, /ou/, /oi/, /aw/ Distinguish between similar vowel sounds: /ue/, /oo/, /oo/, /u/ with sorting and word study activities Identify and spell Tricky Words: <i>should, could, would, down, because</i> with partner Spell grade-level words using encoding and dictation Show verbs with gestures Graphic organizer-compose a narrative Think-Pair-Share Turn and Talk Think Alouds Knowledge: Vocabulary charts-key vocabulary “Somebody Wanted But So Then” strategy Model text-to-text connections. Turn and talk-Retell stories using story grammar and a correct sequence of events. Venn Diagram-Compare and contrast fairy tales and folktales		<u>Resources:</u> ELA: - CKLA LGBTQ and Disabilities Resources: LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: Learning for Justice Respect Ability: Fighting Stigmas, Advancing Opportunities NJDOE Diversity, Equity & Inclusion Educational Resources NJ Amistad Commission Interactive Curriculum https://www.nj.gov/education/holocaust/centers *Be sure to only include applicable resources.	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Grade 1 ELA

Interest-based extension activities.			
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Unit Title: Skills 4: The Green Fern Zoo; Knowledge 4: Reach for the Stars: Astronomy

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

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

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

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.

RI.CT.1.8 Identify similarities in and differences between two informational texts on the same topic

Writing Domain

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

W.AW.1.1a Introduce an opinion.

W.AW.1.1b Support the opinion with facts or other information and examples related to the topic.

W.AW.1.1c Provide a conclusion

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

W.IW.1.2a Introduce a topic

W.IW.1.2b Develop the topic with facts or other information and examples related to the topic.

W.IW.1.2c Provide a conclusion.

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

W.WP.1.4a With prompts and support, identify audience and purpose before writing

W.WP.1.4b 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.

Language Domain

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.

L.VL.1.2a Choose flexibly from an array of strategies to determine the meaning of words and phrases.

L.VI.1.3a Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3b Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.VI.1.3c 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).

L.VI.1.3d Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.WF.1.1d 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

L.WF.1.2b Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

L.WF.1.2c Initial and final consonant blends (must, slab, plump).

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

L.WF.K.3)

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L.WF.1.3a Write sentences with increasing complexity. L.WF.1.3c Capitalize the first word of a sentence, days of the week, months, names of people, and proper names L.WF.1.3e Use commas in dates and to separate single words in a series. L.WF.1.3j Use capitals for the first word in a sentence and proper names. L.RF.1.2b Orally produces single-syllable words by blending sounds (phonemes), including consonant blends. L.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. L.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) L.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). L.RF.1.3b Decode regularly spelled one-syllable words. L.RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds. L.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. L.RF.1.3f Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). L.RF.1.3g Recognize the parts of high-frequency words that are regular and the parts that are irregular. L.RF.1.4 Read with sufficient accuracy and fluency to support comprehension. L.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression. Speaking & 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. SL.PE.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.II.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.AS.1.6 Produce complete sentences when appropriate to task and situation.		
Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking		
Standard	Performance Expectations	Core Ideas
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives	Brainstorming can create new, innovative ideas.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide
Central Idea/Enduring Understanding: Skills: Understanding how r-controlled vowel spellings, contractions, and verb tenses work helps students read, write, and communicate with increasing accuracy, fluency, and confidence.		Essential/Guiding Question: Skills: How do readers and writers use new spelling patterns and language skills to read, write, and communicate more effectively? Knowledge:

Grade 1 ELA

Knowledge: Earth is one of the many different celestial bodies within our solar system. The sun, the stars, the moon, and other planets relate to the earth's position in space in distinct ways. The sun is a star and a source of light, heat, and energy for the earth. NASA, the Space Race, the Apollo missions, the Parker solar probe, and astronauts have all contributed to what we know about space.	How does listening and reading texts help us build knowledge about our planet and our solar system?
Content: Skills: R-controlled vowel spellings Letter-sound correspondence Two-syllable words Contractions Tricky Words Word decoding and encoding Reading decodable text Reading fluency and accuracy Reading comprehension Verbs and verb tenses Dictation and sentence writing Narrative writing Writing in response to text Knowledge: Earth in relation to its moon, other planets, the sun, the stars, and major constellations. The sun is a source of light, heat, and energy. Space exploration Apollo missions Parker Solar Probe Identify key facts in informational texts Note-taking with graphic organizers Plan, draft, revise, edit, publish, and present opinion paragraphs Declarative and interrogative sentences Conjunctions	Skills(Objectives): Skills: Read and write words with /r/-controlled vowels Review long vowel spellings, including digraphs Identify and use contractions Spell grade-level words correctly Divide multisyllabic words into parts Read and spell Tricky Words: today, yesterday, tomorrow Read and write past tense verbs ending in –ed Compose descriptive writing pieces Knowledge: Identify earth, the sun, the moon, other planets, and stars. Describe how Earth moves. Explain what causes day and night. Identify major constellations and discoveries by astronomers. Distinguish between inner and outer planets in the solar system. Demonstrate understanding of key vocabulary. Explore parts of an opinion paragraph by stating an opinion and supplying reasons to support it. Write an opinion statement.
Interdisciplinary Connections: Science 1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted. K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem. Visual and Performing Arts 1.3A.2.Cr2a Create art or design using a variety of artistic processes and materials. 1.3A.2.Cn11a Relate artistic ideas and works with societal, cultural, and historical context.	
Stage 2: Assessment Evidence	
Performance Task(s): Formative Assessments - Check for Understanding - Exit Pass Summative Assessments	Other Evidence: - Student Data Notebooks - Orally administered assessments - Visual representations - Graphic organizers

Grade 1 ELA

• CKLA Skills Unit Assessment • CKLA Knowledge Domain Assessments Benchmark Assessments • DIBELS	• NWEA MAP		
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Skills: Read and write words with r-controlled vowel spellings (ar, or, er, ir, ur) using whiteboards. Chorally, decode and encode one- and two-syllable words using letter-sound correspondences. Dictation-Read and spell Tricky Words Sentence writing-verbs and verb tenses Plan, draft, revise, and edit narrative writing using the writing process. Partner reading and small group reading decodable text. Repeated readings of connected text. Turn and Talk Think-Pair-Share Think-Alouds Knowledge: Vocabulary Charts-key vocabulary “Somebody Wanted But So Then” strategy Graphic Organizer-identify important information in a text. Timelines-collect information and record it Graphic organizers to write a paragraph		<u>Resources:</u> ELA: • CKLA LGBTQ and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: • Learning for Justice • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers *Be sure to only include applicable resources.	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks

Grade 1 ELA

Integrated problem-solving simulations. Interest-based extension activities.	hands-on activities to reinforce concepts.		Allow for translators, dictionaries
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Unit Title: Skills 5: Kate's Book; Knowledge 5: Charting the World: Geography

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

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

Writing Domain

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

W.AW.1.1a Introduce an opinion.

W.AW.1.1b Support the opinion with facts or other information and examples related to the topic.

W.AW.1.1c Provide a conclusion

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

W.IW.1.2b Develop the topic with facts or other information and examples related to the topic.

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

W.WP.1.4a With prompts and support, identify audience and purpose before writing

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.

Language Domain

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.

L.VL.1.2a Choose flexibly from an array of strategies to determine the meaning of words and phrases.

L.WF.1.2b Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

L.WF.1.2c Initial and final consonant blends (must, slab, plump).

L.WF.1.3a Write sentences with increasing complexity.

L.WF.1.3b Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.

L.WF.1.3d Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

L.WF.1.3f Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

L.WF.1.3g Write statements in response to questions, and questions transformed from statements, using conventional word order.

L.WF.1.3h Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

L.WF.1.3j Use capitals for the first word in a sentence and proper names.

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).

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L.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2d 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
L.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.1.3b Decode regularly spelled one-syllable words.
L.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
L.RF.1.3f Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
L.RF.1.3g Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
L.RF.1.4a Read grade-level text with purpose and understanding.
L.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Speaking & 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.
SL.II.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other 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.
SL.PI.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives	Brainstorming can create new, innovative ideas.
9.4.2.Cl.2	Demonstrate originality and inventiveness in work.	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide

Central Idea/Enduring Understanding:

Skills:

Understanding that vowel sounds can be spelled in different ways helps students decode and spell words accurately. By applying phonics, Tricky Words, adjectives, grammar, and writing skills, students become more fluent readers, stronger writers, and more effective communicators.

Knowledge:

Globes, maps, and atlases have distinct features. Compass roses, legends, and keys on maps can

Essential/Guiding Question:

Skills:

How do readers and writers use what they know about words, language, and text to communicate ideas clearly and effectively?

Knowledge: How does listening, reading, and discussion texts help us build knowledge about the world?

Grade 1 ELA

be used to identify cardinal directions and geographical features. Maps, globes, and atlases show geographic locations as well as geographic features—such as the equator, the North and South Poles, bodies of water, and landforms. Learning about geography can cultivate an appreciation for discovering different ways of living and inspire us to explore beyond our own neighborhoods.	
Content: Skills: Segmenting and blending two-syllable words Single- and double-letter consonants Tricky Words Plural nouns (-s, -es) Suffixes (-ed, -ing) Sentence types (statements, questions, exclamations) Reading fluency and comprehension Dictation and sentence writing Opinion letter writing Writing process (plan, draft, edit) Knowledge: Globes, maps, and atlases Understanding and learning to use a compass rose, legend, and map keys. Cardinal directions Understand the geographical information being represented Characteristics of specific locations Geographic vocabulary Design, illustrate, and share a map of their favorite place in their neighborhood Key concepts in informational texts Urban, rural, and suburban areas Write an opinion piece about their favorite location Produce and expand sentences by using specific details	Skills(Objectives): Skills: Segment and blend two-syllable words Read and write spelling alternatives for /ch/, /j/, /v/, and /r/ Review single- and double-letter consonants Form plural nouns by adding –s and –es Write words with suffixes –ed and –ing Spell grade-level words correctly Identify and write different sentence types Use the writing process to compose a letter expressing an opinion Knowledge: Compare and contrast the characteristics of globes, maps, and atlases. Use cardinal directions to locate and label various places on a map. Describe time zones and how the relationship between the sun and the earth affects the seasons. Locate and label major landforms using a legend on a world map. Understand that some countries are organized into states and provinces. Identify geographical characteristics of urban, rural, and suburban areas in the United States. Locate and label urban, rural, and suburban areas on a map Identify major cities on a world map. Write an opinion statement about the type of community (urban, suburban, or rural) that students would prefer to live in. Create a map, and write an opinion text about a favorite place in students' neighborhoods.
Interdisciplinary Connections: Social Studies: 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic) Visual Arts: ● 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 objects to make something new.	

Grade 1 ELA

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Skills Unit Assessment
- CKLA Knowledge Domain Assessments

Benchmark Assessments

- DIBELS

Other Evidence:

- Student Data Notebooks
- Orally administered assessments
- Visual representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Skills:

Segment and blend two-syllable words.

Elkonin boxes-read and write spelling alternatives for /ch/, /j/, /v/, and /r/.

Build words with single- and double-letter consonants.

Form plural nouns (s, es) on whiteboards.

Write words with suffixes -ed and -ing.

Orally, spell grade-level words correctly.

Stop-jot-Identify and write statements, questions, and exclamations.

Writing process to plan, draft, and edit a letter expressing an opinion to the main character.

Turn and Talk

Think-Pair-Share

Think Alouds

Knowledge:

Vocabulary charts-key vocabulary

Identify text evidence-important information in a text

Graphic organizer-informational writing through collecting and synthesizing information

Record information in charts, graphic organizers, and a written paragraph

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers>

*Be sure to only include applicable resources.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through

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and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Skills 6: Grace; Knowledge 6: A World of Homes: Animals and Habitats

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts

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.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.

RI.CT.1.8 Identify similarities in and differences between two informational texts on the same topic

Writing Domain

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

W.AW.1.1a Introduce an opinion.

W.AW.1.1b Support the opinion with facts or other information and examples related to the topic.

W.AW.1.1c Provide a conclusion

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

W.IW.1.2a Introduce a topic

W.IW.1.2b Develop the topic with facts or other information and examples related to the topic.

W.IW.1.2c Provide a conclusion.

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

W.WP.1.4a With prompts and support, identify audience and purpose before writing

W.WP.1.4b 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.

Language Domain

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.

L.VL.1.2a Choose flexibly from an array of strategies to determine the meaning of words and phrases.

L.VI.1.3c 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).

L.VI.1.3d Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.VI.1.3e 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

Grade 1 ELA

meanings.

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

L.WF.1.1 Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.WF.1.1b Write a common grapheme (letter or letter group) for each phoneme.

L.WF.1.1d Recognize that each syllable is organized around a vowel sound.

L.WF.1.2c Initial and final consonant blends (must, slab, plump).

L.WF.1.3a Write sentences with increasing complexity.

L.WF.1.3g Write statements in response to questions, and questions transformed from statements, using conventional word order.

L.WF.1.3h Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

L.WF.1.3i Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.RF.1.2b Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.

L.RF.1.2d 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

L.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

L.RF.1.3b Decode regularly spelled one-syllable words. .

L.RF.1.3f Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).

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

L.RF.1.4a Read grade-level text with purpose and understanding.

L.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

Speaking & 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.

SL.PE.1.1c 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.

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.

SL.PI.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.AS.1.6 Produce complete sentences when appropriate to task and situation.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives.	Brainstorming can create new, innovative ideas.
9.4.2.Cl.2	Demonstrate originality and inventiveness in work.	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.

Grade 1 ELA

<u>Central Idea/Enduring Understanding:</u> Skills: Understanding that consonant sounds can be represented by different spelling patterns helps students read and spell words accurately. By applying phonics, grade-level vocabulary, grammar (including verb tenses, adjectives, and pronouns), and the writing process, students communicate their ideas clearly and effectively through personal narrative writing. Knowledge: All living things are interconnected with both their environments and other living things. All living things belong to the food chain, which connects all living things to each other. Plants and animals are indigenous to specific habitats, often suited to them through unique characteristics that enable them to adapt to that habitat. Animals can be classified by the types of foods that they eat.	<u>Essential/Guiding Question:</u> Skills: How do readers and writers use spelling patterns, grammar, and the writing process to communicate ideas clearly? Knowledge: How does listening, reading, and discussing texts help us build knowledge about the habitats in our world and the animals that live in them?
<u>Content:</u> Skills: Spelling alternatives for consonant sounds Segmenting and blending two-syllable words Letter-sound correspondences Tricky Words Word decoding and encoding Past, present, and future verb tenses Adjectives Pronouns and antecedents Reading fluency and comprehension Dictation and sentence writing Personal narrative writing Writing process (plan, draft, edit) Knowledge: What living things are. Why living things are suited to a particular habitat. Unique characteristics and animal adaptations in environments such as the Arctic tundra and ocean, the desert, the grasslands, temperate deciduous forests, and freshwater habitats. Animal classifications based on their diets. Diversity of the ocean Ocean floor's landscape Impacts of habitat destruction on species Informational writing	<u>Skills(Objectives):</u> Skills: Segment and blend two-syllable words Read and write spelling alternatives for /s/, /n/, /ng/, and /w/ Spell grade-level words correctly Use past, present, and future verb tenses Build phrases and expand sentences using adjectives Match pronouns to their antecedents Use the writing process to compose a personal narrative Knowledge: Demonstrate understanding of key vocabulary Set a purpose for listening Identify important information in a text Recognize that all living things have adapted to live in habitats to which they are particularly suited Understand that each habitat has distinct characteristics Explain that habitat destruction can lead to extinction Generate informational writing by collecting and synthesizing information, then recording it in a journal and graphic organizers
<u>Interdisciplinary Connections:</u> Science: 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	

Grade 1 ELA

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Skills Unit Assessment
- CKLA Knowledge Domain Assessments

Benchmark Assessments

- DIBELS

Other Evidence:

- Student Data Notebooks
- Habitat Journal
- Orally administered assessments
- Visual representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Skills:

Chaining Folders-Segment and blend two-syllable words.

Whiteboards-read and write spelling alternatives for /s/, /n/, /ng/, and /w/.

Dictation-Spell grade-level words correctly

Partner-practice past, present, and future verb tenses.

Stop-jot-Build phrases and expand sentences using adjectives.

Match Game- pronouns to their antecedents.

Writing process-personal narrative.

Turn and Talk

Knowledge:

Vocabulary charts-key vocabulary

Text evidence for information

Explore informational writing through collecting and synthesizing information, and recording it in charts and graphic organizers

Explore opinion writing by stating an opinion and supplying reasons to support it

Think-Pair-Share

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [Respect Ability: Fighting Stigmas. Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers>

*Be sure to only include applicable resources.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

Grade 1 ELA

Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Skills 7: Kay and Martez; Knowledge 7: A New Nation: American Independence

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

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.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.

Writing Domain

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

W.AW.1.1a Introduce an opinion.

W.AW.1.1b Support the opinion with facts or other information and examples related to the topic.

W.AW.1.1c Provide a conclusion

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

W.IW.1.2a Introduce a topic

W.IW.1.2b Develop the topic with facts or other information and examples related to the topic.

W.IW.1.2c Provide a conclusion.

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

W.WP.1.4a With prompts and support, identify audience and purpose before writing

W.RW.1.7 Engage in discussion, drawing, and writing in brief but regular writing tasks.

Language Domain

L.VL.1.2a Choose flexibly from an array of strategies to determine the meaning of words and phrases.

L.VI.1.3b Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.VI.1.3e 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.

L.WF.1.1 Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.WF.1.1d Recognize that each syllable is organized around a vowel sound.

L.WF.1.3a Write sentences with increasing complexity.

L.WF.1.3d Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

L.WF.1.3g Write statements in response to questions, and questions transformed from statements, using conventional word order.

Grade 1 ELA

L.WF.1.3i Use conjunctions appropriately in sentences (e.g., and, but, so, and because). 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). L.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) L.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). L.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound. L.RF.1.3f Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old). L.RF.1.4 Read with sufficient accuracy and fluency to support comprehension. L.RF.1.4a Read grade-level text with purpose and understanding. L.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression. Speaking & 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. SL.PE.1.1c 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. SL.PI.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.AS.1.6 Produce complete sentences when appropriate to task and situation		
Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking		
Standard	Performance Expectations	Core Ideas
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.	Individuals from different cultures may have different points of view and experiences.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives	Brainstorming can create new, innovative ideas.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide
Central Idea/Enduring Understanding: Skills: Vowel spelling patterns, grammar conventions, and writing skills work together to enable students to read with greater accuracy and fluency while effectively communicating information through informative and explanatory writing. Knowledge: Several important historical figures and events led to how the thirteen colonies gained their		Essential/Guiding Question: Skills: How do readers and writers use spelling patterns, grammar, and the writing process to explain ideas clearly? Knowledge: How does listening, reading, and discussing texts help us build knowledge about the history of our country?

Grade 1 ELA

independence from Great Britain and became the United States of America. The British Parliament imposed taxes and laws on the thirteen colonies but did not give the colonists political representation. This led to the Boston Tea Party, the Revolutionary War, and the Declaration of Independence. Women, Native Americans, and enslaved Africans played important roles during the time in which the thirteen colonies of America evolved into an independent nation.	
Content: Skills: Spelling alternatives for vowel sounds Segmenting and blending two-syllable words Letter-sound correspondences Tricky Words Word decoding and encoding Plural nouns Noun-verb agreement Conjunctions and commas Reading fluency and comprehension Dictation and sentence writing Informative/explanatory writing Writing process (plan, draft, edit) Knowledge: Birth of the United States Continent, country, and state where they live Geographical understanding of the thirteen original colonies Introduction to important historical figures, places, and events How the thirteen colonies became an independent nation Significance of the country's symbols Informational writing-identifying key facts before, during, and after read-alouds. Note taking through use of graphic organizers and a story chart.	Skills(Objectives): Skills: Segment and blend two-syllable words Read and write spelling alternatives for /ae/ and /oe/ Spell grade-level words correctly Identify and use plural nouns Identify and use correct noun-verb agreement Write sentences using conjunctions Use the writing process to compose instructional writing Knowledge: Demonstrate understanding of key vocabulary Deepen comprehension by using the Somebody Wanted But So Then strategy Identify important information and sequence events from a text. Practice using action verbs in the past and present tense Explore how action verbs and adjectives have shades of meaning Write captions for pictures of important people and places connected to the story of how the thirteen colonies became an independent nation. Engage in informational writing by collecting and synthesizing information to plan and draft an informative paragraph.
Interdisciplinary Connections: Social Studies: 6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles. 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. 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. Visual Arts: 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 objects to make something new.	

Grade 1 ELA

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Skills Unit Assessment
- CKLA Knowledge Domain Assessments

Benchmark Assessments

- DIBELS

Other Evidence:

- Student Data Notebooks
- Orally administered assessments
- Visual representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Skills:

Segment and blend two-syllable words.

Read and write spelling alternatives for /ae/ and /oe/.

Think-Pair-Share-use plural nouns.

Identify and use correct noun-verb agreement.

Write sentences using conjunctions and commas.

Graphic Organizer-writing process to plan, draft, and edit informative/explanatory writing.

Think Alouds

Knowledge:

Vocabulary Charts-key vocabulary

Text-evidence-information in a text

Model and share the format and parts of a friendly letter.

Turn and talk to synthesize important facts and information to write a friendly letter.

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers>

*Be sure to only include applicable resources.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency

Grade 1 ELA

Integrated problem-solving simulations. Interest-based extension activities.	hands-on activities to reinforce concepts.	Vocabulary Charts	Provide word banks Allow for translators, dictionaries
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Unit Title: Knowledge 8: Once Upon a Time: Fairy Tales

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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.1.9 Compare and contrast the adventures and experiences of character in stories

Writing Domain

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

W.IW.1.2a Introduce a topic

W.IW.1.2b Develop the topic with facts or other information and examples related to the topic.

W.IW.1.2c Provide a conclusion.

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

W.WP.1.4a With prompts and support, identify audience and purpose before writing

W.WP.1.4b 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.

Language Domain

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.

L.VL.1.2a Choose flexibly from an array of strategies to determine the meaning of words and phrases.

L.VL.1.2b 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.

L.VI.1.3a Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3b Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.WF.1.3a Write sentences with increasing complexity.

L.WF.1.3i Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

Speaking & 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.

SL.PE.1.1a 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).

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

SL.PI.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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.

Grade 1 ELA

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking		
Standard	Performance Expectations	Core Ideas
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.	Digital tools can be used to display data in various ways.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives	Brainstorming can create new, innovative ideas.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide
<u>Central Idea/Enduring Understanding:</u> Knowledge: Fairy tales are a unique type of fiction. Valuable life lessons can be learned from fairy tales as they explore concepts such as bravery and heroism as well as good and evil. Fantasy elements enable problems to be resolved in fairy tales.		<u>Essential/Guiding Question:</u> Knowledge: How does listening, reading, and discussing texts help us to build knowledge about the world?
<u>Content:</u> Knowledge: Story elements Characters, settings, events, problems, and solutions through popular fairy tales Characteristics of fairy tales Fantasy and reality aspects of stories Sensory language Reasons for characters' actions Informative writing-key elements of fairy tales Group note-taking- Elements of Fairy Tales charts, Venn diagrams, and other graphic organizers How to write a Fairy Tale		<u>Skills(Objectives):</u> Knowledge: Demonstrate understanding of key vocabulary. Deepen comprehension by identifying the elements of fairy tales before, during, and after Read-Alouds. Examine literary themes and elements. Explain which elements of a fairy tale are fantasy and which could happen in real life. Predict and describe the reasons for characters' actions. Explore and engage in the genre of informative writing.
<u>Interdisciplinary Connections:</u> Social Studies: 6.1.2.HistorySE.1 Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places). Visual Arts: 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).		

Grade 1 ELA

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Knowledge Domain Assessments

Benchmark Assessments

- DIBELS

Other Evidence:

- Student Data Notebooks
- Orally administered assessments
- Visual representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Knowledge:

Vocabulary Charts-key vocabulary

Text Evidence-Identify important information in a text

Informational writing-collect and synthesize

Recording information-journal and graphic organizers

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers>

*Be sure to only include applicable resources.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts.	Small-Group Instruction Graphic Organizers Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and	Guided Practice Sentence Starters Discussions Stems Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks

Grade 1 ELA

Integrated problem-solving simulations. Interest-based extension activities.	hands-on activities to reinforce concepts.		Allow for translators, dictionaries
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Unit Title: Knowledge 9: Early Americas: Maya, Aztec, and Inca

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

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.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.

RI.CT.1.8 Identify similarities in and differences between two informational texts on the same topic

Writing Domain

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

W.AW.1.1a Introduce an opinion.

W.AW.1.1b Support the opinion with facts or other information and examples related to the topic.

W.AW.1.1c Provide a conclusion

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

W.IW.1.2a Introduce a topic

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

W.WP.1.4a With prompts and support, identify audience and purpose before writing

W.WP.1.4b With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

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.

Language Domain

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.

L.VL.1.2a Choose flexibly from an array of strategies to determine the meaning of words and phrases.

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

L.VI.1.3b Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.VI.1.3c 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).

L.VI.1.3d Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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

L.WF.1.1 Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

L.WF.1.3f Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

L.WF.1.3i Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

Grade 1 ELA

Speaking & 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. SL.PE.1.1c 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. SL.PI.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.AS.1.6 Produce complete sentences when appropriate to task and situation.		
Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking		
Standard	Performance Expectations	Core Ideas
9.4.2.TL.1	Identify the basic features of digital tools and explain the purpose of the tool.	Different tools have a purpose.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives	Brainstorming can create new, innovative ideas.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide
Central Idea/Enduring Understanding: Knowledge: The ancient Maya, Aztec, and Inca civilizations had shared features, including farming, the establishment of cities and government, and religion. Mayan astronomers studied the movement of the stars and planets to create a very accurate calendar. Much of what we learn about people from the past is discovered by archaeologists, who study artifacts from the past and use that information to make informed hypotheses		Essential/Guiding Question: Knowledge: How does listening, reading, and discussing texts help us build knowledge about the world?
Content: Knowledge: Significant features of the ancient Maya, Aztec, and Inca civilizations including farming, the establishments of cities and government, and religion. Key aspects of the early civilizations. Important leaders Development of cities such as Baakal, Tenochtitlan, and Machu Picchu Archaeologists		Skills(Objectives): Knowledge: Demonstrate understanding of key vocabulary. Set a purpose for listening. Identify important information in a text. Use a timeline to make connections and sequence information to deepen comprehension. Collect, synthesize, and record information from the text in charts. Identify and use object pronouns. Summarize information by writing phrases and sentences Identify the parts of a letter. Analyze opinion writing and write an opinion paragraph.

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Opinion paragraph on which civilization they would travel to. Complete sentences and expand sentences with conjunctions			
<u>Interdisciplinary Connections:</u>			
Social Studies			
6.1.2.HistoryUP.2 Use evidence to compare how different people lived in the past to how they live today.			
6.1.2.GeoSV.1 Use maps to identify the locations of places and explain why location matters.			
Science			
K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem.			
Visual & Performing Arts			
1.3A.2.Cn11a Relate artistic ideas and works with societal, cultural, and historical context.			
1.3A.2.Cr2a Create art or design using a variety of artistic processes and materials			
Stage 2: Assessment Evidence			
<u>Performance Task(s):</u>		<u>Other Evidence:</u>	
Formative Assessments • Check for Understanding • Exit Pass		• Student Data Notebooks • Orally administered assessments • Visual representations • Graphic organizers • NWEA MAP	
Summative Assessments • CKLA Knowledge Domain Assessments			
Benchmark Assessments • DIBELS			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u>		<u>Resources:</u>	
Knowledge: Vocabulary Charts-key vocabulary Turn and talk-identifying the elements of a fairy tale Discuss and note-literary ideas such as Fantasy and Reality and Hero and Villain Writing by planning, drafting, and revising a retelling of a favorite fairy tale		ELA: • CKLA LGBTQ and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: • Learning for Justice • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers *Be sure to only include applicable resources.	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers,	Small-Group Instruction Graphic Organizers Checklists	Guided Practice Sentence Starters Discussions Stems Graphic Organizers	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might

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concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Knowledge 10: Adventure Stories: Tales from the Edge

Stage 1: Desired Results

Standards & Indicators:

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).
- 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
- RL.MF.1.6** With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9** Compare and contrast the adventures and experiences of character in stories

Writing Domain

- W.WP.1.4** With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing
- W.WP.1.4a** With prompts and support, identify audience and purpose before writing
- W.WP.1.4b** With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.
- 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.

Language Domain

- 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.
- L.VL.1.2a** Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- L.VL.1.2b** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3d** Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.WF.1.3** Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
- L.WF.1.3a** Write sentences with increasing complexity.

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L.WF.1.3b Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame. 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). Speaking & 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. SL.PE.1.1a 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). SL.II.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.PI.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking		
Standard	Performance Expectations	Core Ideas
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives	Brainstorming can create new, innovative ideas.
9.4.2.Cl.2	Demonstrate originality and inventiveness in work.	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	Digital communities allow for social interactions that can result in positive or negative outcomes.
8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.	Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide
Central Idea/Enduring Understanding: Knowledge: Adventure stories are about a person going from a familiar place to an unfamiliar one.. Teamwork, perseverance, and collaboration are important for the success of real-life explorers. Science and technology have allowed people to take on ever greater adventures. People with adventure careers are fascinated by challenges and unanswered questions, and demonstrate a willingness to persist in finding answers or solutions to problems.		Essential/Guiding Question: Knowledge: How does listening, reading, and discussing texts help us build knowledge about the world?
Content: Knowledge: Adventure stories Trade books and read alouds Valuable lessons about perseverance and teamwork Gather information for research Real-world explorers Dr. Eugenie Clark and Sophia Danenberg		Skills(Objectives): Knowledge: Demonstrate understanding of key vocabulary. Identify a purpose for listening Use Venn diagrams to recognize important information in a text. Identify the characteristics of an adventure story. Use the research process to collect and synthesize information. Record ideas in a graphic organizer.

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Inventions from Jaque Cousteau Teamwork and collaboration Science and technology Research an adventurer and share information as a “speaking portrait” of the person Research process-write a paragraph about an adventure topic.	Write an informative paragraph.
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Interdisciplinary Connections:

Social Studies

6.1.2.CivicsDP.4 Explain how individuals can work together to make decisions in the classroom and community.

6.1.2.CivicsPR.2 Cite evidence that explains why rules and responsibilities are important in the classroom, school, and community.

Health and Physical Education

2.1.2.SSH.1 Discuss how individuals make their own choices and decisions.

2.1.2.SSH.3 Describe how kindness, respect, and cooperation help build healthy relationships.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Knowledge Domain Assessments

Benchmark Assessments

- DIBELS

Other Evidence:

- Student Data Notebooks
- Orally administered assessments
- Visual representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Knowledge:

Vocabulary Charts-key vocabulary

“Somebody Wanted But So Then” strategy

Graphic Organizer- Identify important information

Think-pair-share-sequence events in a text Collect and synthesize information

Model and write an informative paragraph

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers>

*Be sure to only include applicable resources.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
An enhanced set of introductory activities (e.g. advance organizers,	Small-Group Instruction Graphic Organizers	Guided Practice Sentence Starters Discussions Stems	Any student requiring further accommodations and/or modifications will have them individually listed in

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concept maps, concept puzzles). Options, alternatives and choices to differentiate and broaden the curriculum. Flexible small group learning activities. Whole group enrichment explorations. Teach cognitive and methodological skills. Use centers, stations, or contracts. Integrated problem-solving simulations. Interest-based extension activities.	Checklists Leveled Texts Choice Boards Visual Supports Assignable Practice Games Venn Diagrams Flip Books Vocabulary Charts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Graphic Organizers Checklists Reteaching Lessons Modeled Examples Choice Boards Small-Group Instruction Leveled Texts Collaborative Student Mentors Visual Supports Flip Books Simplify Questions Share Examples Vocabulary Charts	their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Pacing Guide

Content	Resources	Standards
UNIT 1: Marking Period 1		
Skills: Sounds and spellings correspondences, short vowels, Tricky words, handwriting 35 Days Knowledge: The Moral of the Story: Fables and Tales 16 Days	CKLA Student Performance Assessment Unit Assessment: Domain Assessment Culminating Days	Standards RL.CR.1.1 RL.CI.1.2 RL.IT.1.3 RL.PP.1.5 RL.MF.1.6 RL.CT.1.8 W.WP.1.4 W.WR.1.5 W.SE.1.6 W.RW.1.7 L.KL.1.1 L.VL.1.2 L.VL.1.2a L.VL.1.2b L.VI.1.3 L.VI.1.3a L.VI.1.3d L.WF.1.1 L.WF.1.1a L.WF.1.1c L.WF.1.2 L.WF.1.2a L.WF.1.2b . L.WF.1.3a L.WF.1.3c L.WF.1.3d

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		L.WF.1.3e L.WF.1.3.I L.WF.1.3.F L.RF.1.1 L.RF.K.1 L.RF.1.2b L.RF.1.2c L.RF.1.2d L.RF.1.3 L.RF.1.3a L.RF.1.3b L.RF.1.3f L.RF.1.3g L.RF.1.4 L.RF.1.4a L.RF.1.4b SL.PE.1.1 SL.PE.1.1a SL.II.1.2 SL.ES.1.3 SL.UM.1.5 SL.AS.1.6
UNIT 2: Marking Period 1-2		
Skills: Vowel sounds, read and write words with digraphs, nouns, handwriting 22 Days Knowledge: From Nose to Toes: How Your Body Works 16 Days	CKLA Unit Assessment Domain Assessment Culminating Days	Standards RI.CR.1.1 RI.CI.1.2 RI.IT.1.3 RI.TS.1.4 W.NW.1.3 W.NW.1.3a W.NW.1.3b W.WP.1.4 W.WP.1.4b W.SE.1.6 W.RW.1.7 L.VI.1.3d L.KL.1.1 L.WF.1.1c L.WF.1.2 L.WF.1.3a L.WF.1.3d L.RF.1.1 L.RF.1.2a L.RF.1.2c L.RF.1.2d L.RF.1.3 L.RF.1.3b L.RF.1.3c L.RF.1.3d L.RF.1.3f L.RF.1.4 L.RF.1.4a

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		L.RF.1.4b SL.PE.1.1 SL.PE.1.1a SL.II.1.2 SL.AS.1.6
UNIT 3: Marking Period 2		
Skills: Vowel sounds, Tricky words, verbs, narrative writing 22 Days Knowledge: Common Threads: Different Lands, Similar Stories 16 Days	CKLA Unit Assessment: Domain Assessment Culminating Days	Standards RL.CR.1.1 RL.CI.1.2 RL.IT.1.3 RL.TS.1.4 RL.MF.1.6 RL.CT.1.8 W.AW.1.1 W.AW.1.1a W.AW.1.1b W.AW.1.1c W.NW.1.3 W.NW.1.3a W.NW.1.3b W.NW.1.3c. W.NW.1.3d W.WP.1.4 W.WP.1.4a W.RW.1.7 L.VI.1.3d L.KL.1.1 L.WF.1.1b L.WF.1.2 L.WF.1.3a L.WF.1.3d L.WF.1.3j L.RF.1.2 L.RF.1.2b L.RF.1.2c L.RF.1.2d L.RF.1.3 L.RF.1.3b L.RF.1.3f L.RF.1.3g L.RF.1.4 SL.PE.1.1 SL.II.1.2 SL.PI.1.4 SL.UM.1.5 SL.AS.1.6
UNIT 4: Marking Period 2		
Skills: Spelling, syllable and two-syllable words, past-tense verb forms, descriptive writing 31 Days	CKLA Student Performance Assessment Unit Assessment: Domain Assessment	Standards RL.TS.1.4 RI.CR.1.1 RI.CI.1.2

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Knowledge: Reach for the Stars: Astronomy 16 Days	Culminating Days	RI.IT.1.3 RI.TS.1.4 RI.AA.1.7 I RI.CT.1.8 W.AW.1.1 W.AW.1.1a W.AW.1.1b W.AW.1.1c W.IW.1.2 W.IW.1.2a W.IW.1.2b W.IW.1.2c W.WP.1.4 W.WP.1.4a W.WP.1.4b L.VL.1.2 L.VL.1.2a L.VI.1.3a L.VI.1.3b L.VI.1.3c . L.VI.1.3d L.WF.1.1d L.WF.1.2 L.WF.1.2b L.WF.1.2c . L.WF.1.3c L.WF.1.3e L.WF.1.3j L.RF.1.2b L.RF.1.2c L.RF.1.3a L.RF.1.3c L.RF.1.3e L.RF.1.3f L.RF.1.3g L.RF.1.4 SL.PE.1.1 SL.PE.1.1b SL.II.1.2 SL.AS.1.6
UNIT 5: Marking Period 2-3		
Skills: Spelling alternatives, nouns, suffixes, sentence types, writing process, opinion writing 25 Days Knowledge: Charting the World: Geography 16 Days	CKLA Unit Assessment: Domain Assessment Culminating Days	Standards RI.CR.1.1 RI.CI.1.2 RI.IT.1.3 RI.CT.1.8 W.AW.1.1 W.AW.1.1a W.AW.1.1b W.AW.1.1c W.IW.1.2 W.IW.1.2b

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		W.WP.1.4 W.WP.1.4a W.SE.1.6 W.RW.1.7 L.VL.1.2 L.1.2a L.WF.1.2b L.WF.1.2c L.WF.1.3a L.WF.1.3b L.WF.1.3d L.WF.1.3f L.WF.1.3g L.WF.1.3h L.WF.1.3j L.RF.1.1 L.RF.1.2c L.RF.1.2d L.RF.1.3 L.RF.1.3a L.RF.1.3b L.RF.1.3e L.RF.1.3f L.RF.1.3g L.RF.1.4 L.RF.1.4b L.RF.1.4c SL.PE.1.1 SL.II.1.2 SL.ES.1.3 SL.PI.1.4
UNIT 6: Marking Period 3		
Skills: Segment & blend two syllable words, verb, tenses, adjectives, spelling alternatives, nouns, pronouns, writing process, personal narrative 30 Days Knowledge: A World of Homes: Animals and Habitats 16 Days	CKLA Unit Assessment: Domain Assessment Culminating Days	Standards RI.CI.1.2 RI.IT.1.3 RI.AA.1.7 RI.CT.1.8 W.AW.1.1 W.AW.1.1a W.AW.1.1b W.AW.1.1c W.IW.1.2 W.IW.1.2a W.IW.1.2b W.IW.1.2c W.WP.1.4 W.WP.1.4a W.WP.1.4b W.RW.1.7 L.VL.1.2 L.VL.1.2a L.VI.1.3c

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		L.VI.1.3d L.VI.1.3e L.KL.1.1 L.WF.1.1 L.WF.1.1b L.WF.1.1d L.WF.1.2c L.WF.1.3a L.WF.1.3g L.WF.1.3h L.WF.1.3i L.RF.1.2b L.RF.1.2d L.RF.1.3 L.RF.1.3a L.RF.1.3b L.RF.1.3f L.RF.1.4 L.RF.1.4a L.RF.1.4b SL.PE.1.1 SL.PE.1.1c SL.II.1.2 SL.ES.1.3 SL.PI.1.4 SL.AS.1.6
UNIT 7: Marking Period 3		
Skills: Segment & blend two-syllable words, spelling, plural nouns, noun-verb agreement, conjunctions, writing process-instructional writing, spelling alternatives 24 Days Knowledge: A New Nation: American Independence 16 Days	CKLA Unit Assessment: Domain Assessment Culminating Days	Standards RI.CR.1.1 RI.CI.1.2 RI.IT.1.3 RI.PP.1.5 RI.MF.1.6 W.AW.1.1 W.AW.1.1a IW.AW.1.1b W.AW.1.1c W.IW.1.2 W.IW.1.2a W.IW.1.2b W.IW.1.2c W.WP.1.4 W.WP.1.4a W.RW.1.7 L.VL.1.2a L.VI.1.3b L.VI.1.3e L.WF.1.1 L.WF.1.1d L.WF.1.3a L.WF.1.3d. L.WF.1.3g

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		L.WF.1.3i L.RF.1.1 L.RF.1.2d L.RF.1.3a L.RF.1.3e L.RF.1.3f L.RF.1.4 L.RF.1.4a L.RF.1.4b SL.PE.1.1 SL.PE.1.1c SL.II.1.2 SL.PI.1.4 SL.AS.1.6
UNIT 8: Marking Period 3-4		
Skills: Segment & blend two-syllable words, spelling, plural nouns, noun-verb agreement, conjunctions, writing process-instructional writing, spelling alternatives 21 Days Knowledge: Once Upon a Time: Fairy Tales 16 Days	CKLA Unit Assessment: Domain Assessment Culminating Days	Standards RL.CI.1.2 RL.IT.1.3 RL.1.9 W.IW.1.2 W.IW.1.2a W.IW.1.2b W.IW.1.2c W.WP.1.4 W.WP.1.4a W.WP.1.4b W.RW.1.7 L.VL.1.2 L.VL.1.2a L.VL.1.2b L.VI.1.3 L.VI.1.3a L.VI.1.3b L.WF.1.3a L.WF.1.3i SL.PE.1.1 SL.PE.1.1a SL.II.1.2 SL.PI.1.4 SL.UM.1.5 SL.AS.1.6
UNIT 9: Marking Period		
Skills: Segment & blend two-syllable words, spelling, plural nouns, noun-verb agreement, conjunctions, writing process-instructional writing, spelling alternatives 21 Days Knowledge: Early Americas: Maya, Aztec, and Inca 16 Days	CKLA Unit Assessment: Domain Assessment Culminating Days	Standards RI.CR.1.1 RI.CI.1.2 RI.IT.1.3 RI.AA.1.7 RI.CT.1.8 W.AW.1.1 W.AW.1.1a W.AW.1.1b

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		W.AW.1.1c W.IW.1.2a W.WP.1.4 W.WP.1.4a W.WP.1.4b W.SE.1.6 W.RW.1.7 L.VL.1.2 L.VL.1.2a L.VI.1.3 L.VI.1.3b L.VI.1.3c). L.VI.1.3d L.KL.1.1 L.WF.1.1 L.WF.1.3f L.WF.1.3i SL.PE.1.1 SL.PE.1.1c SL.II.1.2 SL.PI.1.4 SL.AS.1.6
UNIT 10: Marking Period 4		
Skills: Segment & blend two-syllable words, spelling, plural nouns, noun-verb agreement, conjunctions, writing process-instructional writing, spelling alternatives 21 Days Knowledge: Adventure Stories:Tales from the Edge 16 Days	CKLA Unit Assessment: Domain Assessment Culminating Days	Standards RL.CR.1.1 RL.CI.1.2 RL.IT.1.3 RL.TS.1.4 RL.MF.1.6 RL.1.9 W.WP.1.4 W.WP.1.4a W.WP.1.4b W.SE.1.6 W.RW.1.7 L.VL.1.2 L.VL.1.2a L.VL.1.2b L.VI.1.3d L.WF.1.3 L.WF.1.3a L.WF.1.3b L.RF.1.1 L.RF.K.1 SL.PE.1.1 SL.PE.1.1a SL.II.1.2 SL.PI.1.4