Wall Township Public Schools	Board Approval Date: 8/18/26

Grade 1 ELA Curriculum

During the school year, teachers will systematically build and reinforce foundational reading and writing skills including concepts of print, letter formation, phonological awareness, and high frequency words, working toward fluency. Teachers will establish a literature-rich environment by using trade books. Instruction should take place in the form of whole group mini-lessons, small group lessons, and reading groups in order to meet the needs of all learners. Benchmark assessments will help the teacher determine what needs to be modeled in future mini-lessons and small groups.

Course Sequence & Pacing	
Unit Title	**MP/Weeks**
Unit 1: Working Together In this six-week unit, students explore how people work together to help one another and strengthen their communities. Through literary and informational texts, visual texts, and collaborative projects, students learn about kindness, teamwork, neighborhoods, community service, public art, and gardening. Students develop foundational reading skills, comprehension, vocabulary, grammar, and explanatory writing while explaining how characters improve their communities. The unit culminates in an explanatory writing piece describing how Millie helps her community in *In Our Garden*.	MP 1 - Weeks 1-5
Unit 2: Art All Around Us This six-week unit examines where art can be found, the materials artists use, and how art can affect people and places. Students read literary, informational, visual, and biographical texts; analyze words and images; create sculptures from everyday materials; and write an opinion explaining whether Ferdinand Cheval's palace improves his neighborhood.	MP 1 - Weeks 6 - 10
Unit 3: The Underwater World IIn this six-week unit, students build knowledge about oceans, ocean habitats, and the animals that live there. Through informational texts, realistic fiction, visual texts, and research activities, students investigate ocean zones, compare information from words and images, gather information from multiple sources, and write an explanatory piece describing an ocean layer using evidence from both text and illustrations.	MP 2-Weeks 11-15
Unit 4: Mapping Our World In this six-week unit, students learn how maps help people navigate and understand the world. Through fiction, realistic fiction, narrative nonfiction, informational, and visual texts, students learn about map features, compare characters' experiences, identify main topics, summarize texts, and use maps to organize and communicate information. The unit culminates in a narrative writing task in which students imagine a mapmaker creates a special map for them.	MP 2-Weeks 16-20

Unit 5: Our Five Senses In this six-week unit, students build knowledge about the five senses and how they help people understand and navigate the world. Through informational texts, poetry, realistic fiction, historical fiction, visual texts, and an anchor text, students explore how authors use descriptive language to help readers experience the world through the senses. Students conclude the unit by writing an opinion piece using text evidence to explain a story character's wish.	MP 3 - Weeks 21-25
Unit 6: Exploring Our Sky In this six-week unit, students build knowledge about the sun, moon, Earth, and the solar system through informational texts, poetry, fiction, and visual texts. Students investigate day and night, the relationship between Earth, the moon, and the sun, compare information across multiple texts, conduct research, and write a narrative from the point of view of the sun explaining how it helps Earth.	MP 4 - Weeks 26-31

Unit 1

Stage 1: Desired Results

Unit 1: Working Together

Unit Summary: In this six-week unit, students explore how people work together to help one another and strengthen their communities. Through literary and informational texts, visual texts, and collaborative projects, students learn about kindness, teamwork, neighborhoods, community service, public art, and gardening. Students develop foundational reading skills, comprehension, vocabulary, grammar, and explanatory writing while explaining how characters improve their communities. The unit culminates in an explanatory writing piece describing how Millie helps her community in *In Our Garden*.

Learning Standards

NJSLS Grade Level Standards:

Language & Foundational Skills

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.1.2: 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.1.2.B: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- L.RF.1.2.C: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- L.RF.1.2.D: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

- L.RF.1.3.B: Decode regularly spelled one-syllable words.
- L.RF.1.3.F: Read high-frequency and grade-level irregular words with automaticity (e.g., *fly*, *walk*, *old*).
- L.RF.1.3.G: 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.1.4.A: Read grade-level text with purpose and understanding.
- L.RF.1.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.1.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

- L.WF.1.1.A: Write the upper and lowercase alphabets from memory.
- L.WF.1.1.B: Write uppercase and lowercase letters with reference to a model.
- L.WF.1.1.C: Orally segment the phonemes in any single syllable, spoken word.
- L.WF.1.1.D: Recognize that each syllable is organized around a vowel sound.

L.WF.1.2: Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- L.WF.1.2.A: Short vowels and single consonants.

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

- L.WF.1.3.A: Write sentences with increasing complexity.

- L.WF.1.3.B: Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
- L.WF.1.3.C: Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- L.WF.1.3.D: Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

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: With prompting and support, ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

- L.VL.1.2.A: Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- L.VL.1.2.B: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

- L.VL.1.3.A: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VL.1.3.B: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.VL.1.3.C: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.VL.1.3.D: Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.VL.1.3.E: Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

Reading

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

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

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

RI.CI.1.2: Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

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

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

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

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

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

- W.IW.1.2.A: Introduce a topic.
- W.IW.1.2.B: Develop the topic with at least two facts or other information and examples, including pictures.
- W.IW.1.2.C: 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.1.4.A: With prompts and support, identify audience and purpose before writing.
- W.WP.1.4.B: With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.WR.1.5: With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6: With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

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

Speaking and Listening

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.1.1.A: Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.1.1.B: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.PE.1.1.C: Ask questions to clear up any confusion about the topics and texts under discussion.

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

Computer Science & Design Thinking (*CS & DT***):**

8.2.2.ED.1: Communicate the function of a product and its value to solve a problem.

Interdisciplinary Connections:

NJSLS – SCIENCE 2026

1-LS1-2: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

NJSLS – SOCIAL STUDIES 2020

6.1.2.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.2.CivicsPI.2:Use evidence to explain how democratic principles inform local and state government.

6.1.2.CivicsCM.1:Describe why it is important to work together to make decisions in the classroom and community.

6.1.2.GeoSV.1: Explain why people work together to improve places where they live.

Amistad Connections:

- Students may examine how people from different cultures contribute positively to communities through service, cooperation, neighborhood improvement, and civic participation.

Asian American and Pacific Islander (AAPI) Connection:

- The anchor text **Thank You, Omu!** celebrates community, generosity, and cultural traditions through food and neighborhood relationships. Teachers can include additional texts featuring Asian American and Pacific Islander community members who contribute to neighborhoods in similar ways. The unit itself does not specifically teach AAPI history.

Climate Change Education

This unit includes:

- community gardens
- caring for neighborhoods
- improving public spaces
- plants in cities

Students can discuss:

- benefits of planting trees and gardens

- greener neighborhoods
- community stewardship
- reducing waste through community action

These are authentic opportunities connected to the required climate change integration.

DEI Connections

- Texts such as **Thank You, Omu!**, **Hey, Wall**, and **In Our Garden** reinforce belonging, generosity, and shared responsibility within diverse communities.

Learning Targets

Unit Essential Questions:

- What makes a community a good place to live?
- How can one person make a difference in a community?
- Why is it important to work together?
- How do readers use text evidence to understand a story or informational text?
- How do writers explain ideas using facts and evidence?

Unit Enduring Understandings:

- Communities are stronger when people work together to solve problems.
- Individuals can make a positive difference through kindness, responsibility, and cooperation.
- Readers use text evidence and illustrations to better understand characters, events, and ideas.
- Writers use facts and details from texts to explain ideas clearly.

Learning Objectives

Students will be able to:

- Ask and answer questions about literary and informational texts using key details.
- Identify the central message of a story and the main topic of an informational text.
- Describe characters, settings, events, and relationships within texts.
- Compare literary and informational texts on a common topic.
- Decode and read words with short vowels and common consonants accurately.
- Blend, segment, and manipulate phonemes in spoken words.
- Read grade-level texts with increasing accuracy, fluency, and expression.
- Apply grade-level spelling patterns using short vowels and common consonants.
- Write complete sentences using correct capitalization and ending punctuation.
- Use common and proper nouns, verbs, adjectives, and subject-verb agreement in writing.
- Write an explanatory piece introducing a topic, supporting ideas with evidence from the text, and providing a conclusion.
- Participate in collaborative discussions by listening, asking questions, and building on others' ideas.
- Use academic vocabulary to discuss communities, teamwork, and kindness.

Vocabulary

Unit Vocabulary	Academic Vocabulary	Grammar Vocabulary	Foundational Vocabulary (TEACHERS NEED TO KNOW)
• community • mural	• character • setting	• noun • common noun	• rhyme • alliteration

• neighborhood • garden • plants • kindness • helpful • volunteer • share • care • together • improve •	• event • central message • main topic • key details • sequence • compare • describe • explain • evidence • informational text • literary text • topic • conclusion •	• plural noun • proper noun • verb • adjective • sentence • punctuation • period • noun part • verb part	• onset • rime • phoneme • short vowel • consonant • inflectional ending • double final consonants • fluency

Stage 2: Evidence of Student Learning

Formative Assessments:

- Teacher observation during whole-group and small-group instruction
- Oral questioning and classroom discussions
- Story retells
- Character, setting, and event identification activities
- Main topic and key detail activities
- Shared reading and interactive read-aloud discussions
- Foundational skills practice (letter names, sounds, phonological awareness)
- Drawing, dictating, and writing responses
- Class project participation ("Trying New Things" Class Book)
- Weekly Foundational Skills Assessments
- Integrated Literacy Module Assessments (Modules 1 and 2)

Summative Assessments:

- Integrated Literacy Unit 1 Assessment
- Foundational Skills Unit 1 Assessment
- End-of-Unit Explanatory Writing:
  - Describe what the character tried.
  - Explain how the character felt after learning something new.
- Completed "Trying New Things" Class Book contribution.

Common Benchmark Assessments:

- I-Ready Inform
- iREady Literacy Tasks

- DIBELS

Core Instructional & Supplemental Materials		
Anchor Texts • *Snail Crossing* • *Hey, Wall* • *Thank You, Omu!* • *In Our Garden* **Informational Texts** • *Murals* • *Neighborhood People* • *Plants in the City* • Community Kindness Map **Vocabulary Materials** • Vocabulary cards • Picture cards • Word wall • Vocabulary routines • Oral language activities	**Foundational Skills Materials** • Decodable readers • High-frequency word cards • Letter cards • Sound-spelling cards • Phonics routines • Spelling lists • Word-building activities **Writing Materials** • Student Reader/Writer Notebook • Graphic organizers • Interactive writing charts • Mentor texts • Writing paper • Editing checklists	**Classroom Resources** • Read-aloud anchor charts • Graphic organizers • Classroom discussion prompts • Interactive notebooks • Class mural materials • Community mapping activities • Garden planning activities • Student response journals • Independent reading texts • Teacher's Guide • Digital instructional resources (where available)

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Suggested Strategies and Practices that Support Students with Disabilities:
- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

Suggested Strategies and Practices that Support English Language Learners:
- Visuals
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud

● Introduce Key Vocabulary Before Lesson
● Picture Directions

Students At Risk of Failure:

● Provide Peer Tutoring
● Multisensory Instruction
● Use Audio Books
● Allow Extra Time To Complete Assignments Or Tests
● Work In A Small Group
● One On One Instruction
● Personal Word Walls / Word Rings (ex. letter sound word rings)
● Teacher Modeling
● Pattern Sentences (speaking and/or writing)
● Choral Chanting
● Small Group Instruction / Cooperative Learning
● Allowing For Additional Wait Time For Student Responses During Conversations

Students with 504 Plans:

● Follow All 504 Modifications
● Provide Picture Instructions
● Small Group Instruction
● Allow Extra Time To Complete Assignments Or Tests
● Allowing For Additional Wait Time For Student Responses During Conversations
● Provide Fidget Tools
● Flexible Seating
● Chunk Assignments
● Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

● Do Not Always Be Explicit, Allow For Discovery
● Propose Interest-based Extension Activities
● Use Varied Modes Of Pre-assessment And Assessment
● Provide Whole Group Enrichment Explorations
● Teach Cognitive And Methodological Skills
● Ask Higher Order Thinking Questions

Unit 2

Stage 1: Desired Results

Unit 2: Art All Around Us

Unit Summary: This six-week unit examines where art can be found, the materials artists use, and how art can affect people and places. Students read literary, informational, visual, and biographical texts; analyze words and images; create sculptures from everyday materials; and write an opinion explaining whether Ferdinand Cheval's palace improves his neighborhood.

Learning Standards

NJSLS Grade Level Standards:

Language & Foundational Skills

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.1.2: 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.1.2.B: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- L.RF.1.2.C: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- L.RF.1.2.D: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

- L.RF.1.3.A: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- L.RF.1.3.B: Decode regularly spelled one-syllable words.
- L.RF.1.3.E: 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.1.3.F: Read high-frequency and grade-level irregular words with automaticity (e.g., *fly*, *walk*, *old*).
- L.RF.1.3.G: 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.1.4.A: Read grade-level text with purpose and understanding.
- L.RF.1.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.1.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

- L.WF.1.1.A: Write the upper and lowercase alphabets from memory.
- L.WF.1.1.B: Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.1.C: Orally segment the phonemes in any single syllable, spoken word.
- L.WF.1.1.D: Recognize that each syllable is organized around a vowel sound.

L.WF.1.2: Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- L.WF.1.2.A: Short vowels and single consonants.
- L.WF.1.2.B: Consonant graphemes including **qu, x, and –ck;** digraphs (*thin*, *shop*, *when*, *much*, *sing*); and doubled letters (*off*, *will*, *mess*).
- L.WF.K.2.C: 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):

- L.WF.1.3.A: Write sentences with increasing complexity.
- L.WF.1.3.B: Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
- L.WF.1.3.C: Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- L.WF.1.3.D: Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- L.WF.1.3.G: Write statements in response to questions, and questions transformed from statements, using conventional word order.
- L.WF.1.3.H: Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- L.WF.1.3.I: Use conjunctions appropriately in sentences (e.g., *and*, *but*, *so*, and *because*).

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

L.VL.1.2: With prompting and support, ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

- L.VL.1.2.A: Choose flexibly from an array of strategies to determine the meaning of words and phrases.
- L.VL.1.2.B: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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

- L.VL.1.3.A: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VL.1.3.B: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.VL.1.3.C: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.VL.1.3.D: Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.VL.1.3.E: Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

Reading

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

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

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

RI.CI.1.2: Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

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

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

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

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

RI.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.

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

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

- W.AW.1.1.A: Introduce an opinion.

- W.AW.1.1.B: Support the opinion with facts or other information and examples related to the topic.
- W.AW.1.1.C: 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.1.4.A: With prompts and support, identify audience and purpose before writing.
- W.WP.1.4.B: With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.WR.1.5: With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6: With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

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

Speaking and Listening

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.1.1.A: Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.1.1.B: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.PE.1.1.C: Ask questions to clear up any confusion about the topics and texts under discussion.

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

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.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.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.

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.

9.4.2.IML.3: Use a variety of sources, including multimedia sources, to find information about topics such as climate change, with guidance and support from adults.

Computer Science & Design Thinking *(**CS & DT*****):**

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

Interdisciplinary Connections:

NJSLS - Visual & Performing Arts 2020

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

1.5.2.Cr2c: Create art that represents natural and constructed environments and experiences.

1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

1.5.2.Re7a: Perceive and analyze artistic work.
1.5.2.Re8a: Interpret artwork by describing colors, shapes, and patterns.
1.5.2.Re9a: Use art vocabulary to explain preferences in selecting and classifying artwork.
1.5.2.Cn10a: Create artwork inspired by observations, experiences, and other works of art.

NJSLS – SOCIAL STUDIES 2020

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

Unit Vocabulary

- art
- artist
- sculpture
- mural
- neighborhood
- community
- recycle
- reuse
- found object
- materials
- palace

Academic Vocabulary

- opinion
- reason
- evidence
- support
- explain
- summarize
- central message
- main topic
- key details
- compare
- describe
- illustration
- informational text
- literary text
- biography
- visual text

Grammar Vocabulary

- noun
- proper noun
- personal pronoun
- verb
- past tense
- present tense
- conjunction
- sentence
- statement
- question
- command
- exclamation

Foundational Vocabulary (TEACHERS NEED TO KNOW)

- digraph
- trigraph
- consonant blend
- compound word
- possessive
- inflectional ending
- phoneme
- onset
- rime
- syllable
- fluency

Climate Change Education:

Students can examine how reducing waste, reusing materials, cleaning waterways, and creating art from discarded objects can benefit communities and the environment. This is also supported by Visual Arts standard 1.5.2.Cn11b, which explicitly includes art about climate change.

- *Scrap Metal Swan*, which describes a trash-filled river, a community cleanup, and artists transforming discarded materials into art
- *Making Art from Anything*

DEI Connections

Maybe Something Beautiful presents a child and community using art to transform a neighborhood. These connections support inclusion, voice, perspective, creativity, and belonging.

Learning Targets

Unit Essential Questions:

- What is art?
- Where can we find art in our communities?
- How can art make a community better?
- Why do artists choose different materials to create art?
- How do readers use words and pictures to better understand a text?
- How do writers support an opinion with evidence?

Unit Enduring Understandings:

- Art can be found in many places and created using many different materials.
- Artists communicate ideas, feelings, and stories through their work.
- Art can improve communities and positively affect people's lives.
- Readers use words, illustrations, and text evidence to understand and analyze texts.
- Writers support their opinions with reasons and evidence from texts.

Stage 2: Evidence of Student Learning

Formative Assessments:

Reading	Foundational Skills	Writing	Speaking & Listening
• Oral reading observations • Fluency checks • Text-dependent questioning • Comprehension discussions	• Phonics checks • Dictation • Word building • High-frequency word practice • Decodable text reading • Spelling practice	• Opinion writing practice • Interactive writing • Shared writing • Writing conferences • Draft reviews • Peer discussions • Grammar practice • Exit tickets • Quick writes	• Turn-and-talk discussions • Collaborative conversations • Gallery walk discussions • Oral presentations • Partner sharing • Class discussions about artwork

Learning Objectives

Students will be able to:

- Ask and answer questions about literary and informational texts using key details.
- Determine the central message of a literary text and the main topic of an informational text.
- Summarize literary and informational texts using key details.
- Use illustrations and text evidence to support understanding.
- Explain how artists use different materials to create artwork.
- Identify how art can improve communities.
- Decode words containing digraphs, consonant blends, trigraphs, compound words, possessives, and inflectional endings.
- Read grade-level texts with increasing fluency and accuracy.

• Main topic and central message activities • Summarizing texts • Vocabulary routines • Graphic organizers • Comparing words and illustrations		•	

Summative Assessments:

End-of-Unit Opinion Writing
Students write an opinion explaining whether Ferdinand Cheval's palace makes his neighborhood better, supporting their opinion with evidence from the text and illustrations and providing a concluding statement.

End-of-Unit Reading Assessment
Students demonstrate proficiency by:

- answering text-dependent questions
- identifying the central message or main topic
- summarizing literary and informational texts
- using illustrations and text evidence
- supporting responses with evidence

End-of-Unit Foundational Skills Assessment
Students demonstrate mastery of:

- digraphs
- consonant blends
- trigraphs
- compound words
- possessives
- inflectional endings
- spelling
- fluency
- sentence conventions

Common Benchmark Assessments:

- I-Ready Inform
- iREady Literacy Tasks
- DIBELS

Core Instructional & Supplemental Materials		
Anchor Texts • *Maybe Something Beautiful* • *Scrap Metal Swan*	**Foundational Skills Materials** • Decodable readers • Letter cards	**Classroom Resources** • Teacher's Guide • Student Edition

Informational Texts • *Making Art from Anything* • *Art All Around* • *Found Object Art* • *Piecing Art Together* • *In Mary's Garden* • *Ferdinand Cheval* **Vocabulary Materials** • Vocabulary cards • Picture cards • Word wall • Oral language routines	• Sound-spelling cards • High-frequency word cards • Word-building materials • Spelling lists • Phonics routines **Writing Materials** • Student Reader/Writer Notebook • Graphic organizers • Writing paper • Opinion writing organizers • Editing checklists • Mentor texts	• Read-aloud anchor charts • Discussion prompts • Classroom Gallery of Sculptures project materials • Recycled and found objects for sculpture construction • Art supplies • Independent reading texts • Digital instructional resources (where available)

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Suggested Strategies and Practices that Support Students with Disabilities:
- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

Suggested Strategies and Practices that Support English Language Learners:
- Visuals
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

Students At Risk of Failure:
- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests

● Work In A Small Group
● One On One Instruction
● Personal Word Walls / Word Rings (ex. letter sound word rings)
● Teacher Modeling
● Pattern Sentences (speaking and/or writing)
● Choral Chanting
● Small Group Instruction / Cooperative Learning
● Allowing For Additional Wait Time For Student Responses During Conversations

Students with 504 Plans:

● Follow All 504 Modifications
● Provide Picture Instructions
● Small Group Instruction
● Allow Extra Time To Complete Assignments Or Tests
● Allowing For Additional Wait Time For Student Responses During Conversations
● Provide Fidget Tools
● Flexible Seating
● Chunk Assignments
● Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

● Do Not Always Be Explicit, Allow For Discovery
● Propose Interest-based Extension Activities
● Use Varied Modes Of Pre-assessment And Assessment
● Provide Whole Group Enrichment Explorations
● Teach Cognitive And Methodological Skills
● Ask Higher Order Thinking Questions

Unit 3

Stage 1: Desired Results

Unit 3: The Underwater World

Unit Summary: In this six-week unit, students build knowledge about oceans, ocean habitats, and the animals that live there. Through informational texts, realistic fiction, visual texts, and research activities, students investigate ocean zones, compare information from words and images, gather information from multiple sources, and write an explanatory piece describing an ocean layer using evidence from both text and illustrations.

Learning Standards

NJSLS Grade Level Standards:

Language & Foundational Skills

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.1.2.B: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- L.RF.1.2.C: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- L.RF.1.2.D: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

- L.RF.1.3.B: Decode regularly spelled one-syllable words.
- L.RF.1.3.D: Distinguish long and short vowels when reading regularly spelled one-syllable words.
- L.RF.1.3.E: 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.1.3.F: Read high-frequency and grade-level irregular words with automaticity (e.g., *fly*, *walk*, *old*).
- L.RF.1.3.G: 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.1.4.A: Read grade-level text with purpose and understanding.
- L.RF.1.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.1.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

- L.WF.1.1.B: Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.1.C: Orally segment the phonemes in any single syllable, spoken word.
- L.WF.1.1.D: Recognize that each syllable is organized around a vowel sound.

L.WF.1.2: Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- L.WF.K.2.C: 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):

- L.WF.1.3.E: Use commas in dates and to separate single words in a series.

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: With prompting and support, ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

- L.VL.1.2.A: 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.VL.1.3.B: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- L.VL.1.3.E: Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

Reading

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

RI.CI.1.2: Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RI.TS.1.4: With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

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

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

opportunity to integrate climate change education.

Writing

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

- W.IW.1.2.A: Introduce a topic.
- W.IW.1.2.B: Develop the topic with at least two facts or other information and examples, including pictures.
- W.IW.1.2.C: 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.1.4.A: With prompts and support, identify audience and purpose before writing.
- W.WP.1.4.B: With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.WR.1.5: With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6: With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

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

Speaking and Listening

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.

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.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

Computer Science & Design Thinking (*CS & DT***):**

Interdisciplinary Connections:

NJSLS - SCIENCE 2026

1-LS1-2: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Learning Targets

Unit Essential Questions:

- What makes the ocean a special place for animals and people?
- How do ocean animals survive in different ocean habitats?
- How do words, pictures, and text features help readers understand informational texts?
- Why do different ocean habitats support different kinds of living things?
- How do writers use facts and evidence to explain ideas?

Unit Enduring Understandings:

- Oceans are diverse habitats that support many different kinds of living things.
- Ocean animals have unique adaptations that help them survive in different ocean habitats.
- Readers gather information from words, illustrations, and text features to build understanding.
- Informational text features help readers locate and understand important information.
- Writers use facts and evidence from multiple sources to explain ideas clearly.

Learning Objectives

Students will be able to:

- Ask and answer questions about key details in informational texts.
- Describe connections among ideas presented in informational texts.
- Compare and contrast information presented through words and images.
- Use informational text features, including headings and labels, to locate information.
- Summarize informational texts using key details.
- Gather and organize information from multiple sources through shared research.
- Explain how ocean habitats differ and describe the animals that live in each habitat.
- Decode and encode words containing beginning blends, ending blends, long **a** (a_e), plural CVCe words, contractions, and inflectional endings.
- Read grade-level texts accurately and fluently.
- Write an explanatory piece using facts gathered from words and illustrations.
- Plan, draft, revise, edit, and publish explanatory writing.
- Participate in collaborative discussions and research activities using academic vocabulary.

Unit Vocabulary	**Academic Vocabulary**	**Content Vocabulary**	**Foundational Vocabulary (TEACHERS NEED TO KNOW)**
• deep • habitat • ocean • shallow	• notice • wonder • opinion • fact • compare	• dive • surface • rises • animals • water	• beginning blends • ending blends • long a (a_e) • short a

	• contrast • summarize • key details • adjective • noun • descriptive language • contraction • verb • pronoun • text features • table of contents • headings • glossary • context clues • articles	• kelp forest • sea • surround • tangles • swells • hungrier • plankton • flow • squid • flap • common • blend in • protect • drifted • explore • vents • peer • dart • layer • float • steep	• plural • contraction • inflectional ending • phoneme • fluency

Stage 2: Evidence of Student Learning			
Formative Assessments:			
Reading • Ask-and-answer question discussions • Reading comprehension discussions • Summarizing informational texts • Comparing words and images • Identifying informational text features • Vocabulary discussions • Research notes • Graphic organizers	**Foundational Skills** • Weekly Foundational Skills Assessments (Weeks 1–4) • Decodable text reading • Encoding and decoding practice • Dictation • Word-building activities • Fluency checks	**Writing** • Planning organizers • Draft reviews • Teacher conferences • Revision activities • Editing practice • Daily writing responses	**Speaking & Listening** • Academic discussions • Shared research • Ocean Animal Trading Cards collaboration • Oral presentations • Partner and group discussions
Summative Assessments			
End-of-Unit Writing Task Students write an informative/explanatory text describing one ocean layer using:			

- one fact from the words
- one fact from the pictures

Integrated Literacy Assessments

- Module 1 Assessment
- Module 2 Assessment
- Unit 3 Integrated Literacy Assessment

Foundational Skills Assessments

- Week 1 Assessment
- Week 2 Assessment
- Week 3 Assessment
- Week 4 Assessment
- Unit 3 Foundational Skills Assessment

Common Benchmark Assessments:

- I-Ready Inform
- iREady Literacy Tasks
- DIBELS

Core Instructional & Supplemental Materials		
Visual Texts • *Ocean Waves* • *Exploring Ocean Zones* **Informational Texts** • *Oceans* • *In a Kelp Forest* • *Amazing Squid* • *The Hungriest Mouth in the Sea* • *I Am an Octopus: The Life of a Common Octopus* • *Exploring the Ocean* • *How Deep in the Ocean? Ocean Animal Habitats (Anchor Text)* **Literary Text** • Over and Under the Waves • Oral language routines	**Foundational Skills Materials** • Decodable texts • Magnetic Readers • Support & Extend Passages • Word-building activities • Phonics routines • Dictation and spelling practice **Writing Materials** • Student Worktext • Process Writing materials • Graphic organizers • Editing and revision tools • Process Writing Rubrics	**Instructional Resources** • Unit Media • Informational text features (headings, labels, table of contents, glossary) • Ocean Zones infographic • Teacher's Guide • Independent reading passages • Digital instructional resources (where available) **Class Project** • Ocean Animal Trading Cards Research Project

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Suggested Strategies and Practices that Support Students with Disabilities:

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

Suggested Strategies and Practices that Support English Language Learners:

- Visuals
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

Students At Risk of Failure:

- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Personal Word Walls / Word Rings (ex. letter sound word rings)
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

Students with 504 Plans:

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations

- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

- Do Not Always Be Explicit, Allow For Discovery
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions

Unit 4

Stage 1: Desired Results

Unit 4: Mapping Our World

Unit Summary: In this six-week unit, students learn how maps help people navigate and understand the world. Through fiction, realistic fiction, narrative nonfiction, informational, and visual texts, students learn about map features, compare characters' experiences, identify main topics, summarize texts, and use maps to organize and communicate information. The unit culminates in a narrative writing task in which students imagine a mapmaker creates a special map for them.

Learning Standards

NJSLS Grade Level Standards:

Language & Foundational Skills

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.1.2.B: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- L.RF.1.2.C: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- L.RF.1.2.D: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

- L.RF.1.3.A: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- L.RF.1.3.B: Decode regularly spelled one-syllable words.
- L.RF.1.3.F: Read high-frequency and grade-level irregular words with automaticity (e.g., *fly*, *walk*, *old*).
- L.RF.1.3.G: 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.1.4.A: Read grade-level text with purpose and understanding.
- L.RF.1.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.1.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

- L.WF.1.1.B: Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.1.C: Orally segment the phonemes in any single syllable, spoken word.
- L.WF.1.1.D: Recognize that each syllable is organized around a vowel sound.

L.WF.1.2: Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

- L.WF.1.2.B: Consonant graphemes including **qu, x, and –ck;** digraphs (*thin*, *shop*, *when*, *much*, *sing*); and doubled letters (*off*, *will*, *mess*).
- L.WF.K.2.C: 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):

- L.WF.1.3.A: Write sentences with increasing complexity.
- L.WF.1.3.D: Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

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: With prompting and support, ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

- L.VL.1.2.A: 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.VL.1.3.A: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Reading

RL.CR.1.1: Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1: Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2: Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RI.CI.1.2: Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RI.TS.1.4: With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RI.PP.1.5: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RL.MF.1.6: With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
RI.MF.1.6: With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
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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

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

- W.NW.1.3.A: Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- W.NW.1.3.B: Provide dialogue and/or description and details of experiences, events, or characters.
- W.NW.1.3.C: Use transitional words to manage the sequence of events.
- W.NW.1.3.D: Provide a reaction to the experiences or events.

W.WP.1.4: With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
W.WR.1.5: With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.
W.SE.1.6: With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
W.RW.1.7: Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening

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.
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.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

Computer Science & Design Thinking (*CS & DT*):

Interdisciplinary Connections:

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6.1.2.GeoSV.1: Describe how people use the resources and features of their community.

Learning Targets

Unit Essential Questions:

- How can maps help us understand our world?
- Why do people create different kinds of maps?
- How do map features help us read and use maps?
- How do words, illustrations, and text features help readers understand texts?
- How do writers create an interesting narrative?

Unit Enduring Understandings:

- Maps help people understand, organize, and navigate the world around them.
- Different types of maps are created for different purposes.
- Maps contain features such as symbols, keys, directions, and compass roses that help readers locate information.
- Readers use words, illustrations, and text features to understand both literary and informational texts.
- Narrative writers use planning, details, sequencing, and revision to tell engaging stories.

Learning Objectives

Students will be able to:

- Ask and answer questions about literary and informational texts using key details.
- Identify the main topic of informational texts.
- Summarize literary and informational texts.
- Retell events in sequence.
- Compare and contrast the actions, experiences, and adventures of characters.
- Use illustrations and text details to describe characters, settings, and events.
- Describe information presented on maps using map features.
- Identify and use text features to locate information.
- Decode and encode words with VCe long vowels, vowel teams, soft **c** and **g**, prefixes, suffixes, and inflectional endings.
- Read grade-level texts accurately and fluently.
- Plan, draft, revise, edit, and publish a narrative.
- Participate in collaborative discussions using academic vocabulary and visual supports.
- Create and explain an original map.

Unit Vocabulary	**Academic Vocabulary**	**Content Vocabulary** **Module 1**	**Foundational Vocabulary** **(TEACHERS NEED TO KNOW)**
• symbol • key • direction	• compare • compass rose • contrast	• way • spaces	• long o (o_e) • long i (i_e)

• adventure	• heading • key • key details • map • summarize • symbol • text features	• organized • uproar • tidy **Module 2** • area • compass rose • edge • energy • features • invitation • special • tool • town • trail **Module 3** • borders • charted • exist • features • imagination • replied	• long u (u_e) • long e (e_e) • long a (ai, ay) • long e (e, ee, ea) • vowel teams • VCe • soft c • soft g • prefixes • suffixes • inflectional endings • phoneme • fluency **Grammar** • imperative sentences • possessive pronouns • personal pronouns

Stage 2: Evidence of Student Learning			
Formative Assessments:			
Reading • Ask-and-answer question discussions • Main topic activities • Summarizing texts • Retelling stories • Comparing characters • Using text and illustrations • Identifying text features • Vocabulary discussions • Class discussions • Graphic organizers	**Foundational Skills** • Weekly Foundational Skills Assessments (Weeks 1–4) • Phonics practice • Decodable text reading • Encoding and decoding activities • Fluency checks	**Writing** • Narrative planning • Drafting • Revising • Editing • Teacher conferences • Writing checklists • Daily writing responses	**Speaking & Listening** • Academic discussions • Turn-and-talks • Class discussions • Oral explanations using visuals • My Island Map project discussions
Summative Assessments			
End-of-Unit Writing Task • Students write a narrative imagining they are friends with the Mapmaker and asking him to create a special map, telling what happens next. **Integrated Literacy Assessments**			

- Module 1 Assessment
- Module 2 Assessment
- Unit 4 Integrated Literacy Assessment

Foundational Skills Assessments

- Week 1 Assessment
- Week 2 Assessment
- Week 3 Assessment
- Week 4 Assessment
- Unit 4 Foundational Skills Assessment

Common Benchmark Assessments:

- I-Ready Inform
- iREady Literacy Tasks
- DIBELS

Core Instructional & Supplemental Materials

Visual Texts

- *Kinds of Maps*

Informational Texts

- *What's on a Map?*
- *Reading Maps*
- *What a Map Can Do*

Literary Text

- *Henry's Map*
- *From Here to There: A First Book of Maps*
- *My Heart Is a Compass*
- *The Boy Who Loved Maps*

Narrative Nonfiction

- *Me on the Map*

Foundational Skills Materials

- Decodable texts
- Magnetic Readers
- Support & Extend Passages
- Phonics lessons
- Word study activities
- Fluency practice

Writing Materials

- Student Worktext
- Process Writing materials
- Narrative planning organizers
- Revision and editing checklists
- Process Writing Rubrics

Instructional Resources

- Unit Media
- Maps and map visuals
- Teacher's Guide
- Independent reading passages
- Digital instructional resources (where available)

Class Project

- My Island Map

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Suggested Strategies and Practices that Support Students with Disabilities:

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson

● Teacher Reads Aloud Daily
● Choral Reading
● Chants, Songs
● Small Group Instruction
● Use Books On Tape
● Allow Extra Time To Complete Assignments Or Tests
● Allow Answers To Be Given Orally Or Dictated

Suggested Strategies and Practices that Support English Language Learners:

● Visuals
● Gesturing
● Miming
● Roleplay
● Simplified Language / Teacher Talk / Thinking Aloud
● Introduce Key Vocabulary Before Lesson
● Picture Directions

Students At Risk of Failure:

● Provide Peer Tutoring
● Multisensory Instruction
● Use Audio Books
● Allow Extra Time To Complete Assignments Or Tests
● Work In A Small Group
● One On One Instruction
● Personal Word Walls / Word Rings (ex. letter sound word rings)
● Teacher Modeling
● Pattern Sentences (speaking and/or writing)
● Choral Chanting
● Small Group Instruction / Cooperative Learning
● Allowing For Additional Wait Time For Student Responses During Conversations

Students with 504 Plans:

● Follow All 504 Modifications
● Provide Picture Instructions
● Small Group Instruction
● Allow Extra Time To Complete Assignments Or Tests
● Allowing For Additional Wait Time For Student Responses During Conversations
● Provide Fidget Tools
● Flexible Seating
● Chunk Assignments
● Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

● Do Not Always Be Explicit, Allow For Discovery

- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Teach Cognitive And Methodological Skills
- Ask Higher Order Thinking Questions

Unit 5

Stage 1: Desired Results

Unit 5: Our Five Senses

Unit Summary: In this six-week unit, students build knowledge about the five senses and how they help people understand and navigate the world. Through informational texts, poetry, realistic fiction, historical fiction, visual texts, and an anchor text, students explore how authors use descriptive language to help readers experience the world through the senses. Students conclude the unit by writing an opinion piece using text evidence to explain a story character's wish.

Learning Standards

NJSLS Grade Level Standards:

Language & Foundational Skills

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.1.2.B: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- L.RF.1.2.C: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- L.RF.1.2.D: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

- L.RF.1.3.B: Decode regularly spelled one-syllable words.
- L.RF.1.3.E: 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.1.3.F: Read high-frequency and grade-level irregular words with automaticity (e.g., *fly*, *walk*, *old*).
- L.RF.1.3.G: 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.1.4.A: Read grade-level text with purpose and understanding.
- L.RF.1.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.1.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

- L.WF.1.1.B: Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.1.C: Orally segment the phonemes in any single syllable, spoken word.
- L.WF.1.1.D: Recognize that each syllable is organized around a vowel sound.

L.WF.1.2: Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)

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

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: With prompting and support, ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

- L.VL.1.2.A: 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.VL.1.3.A: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VL.1.3.E: Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

Reading

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

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

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

RI.CI.1.2: Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

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

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.

Writing

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

- W.AW.1.2.A: Introduce a topic.
- W.AW.1.2.B: Support the opinion with facts or other information and examples related to the topic.
- W.AW.1.2.C: Provide a conclusion.

W.WP.1.4: With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.WR.1.5: With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6: With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

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

Speaking and Listening

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.

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.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.2.CR.1: Recognize that creativity can be used to solve problems.

Interdisciplinary Connections:

NJSLS - SCIENCE 2026

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.

NJSLS - SOCIAL STUDIES 2020

6.1.2.HistoryUP.2: Use evidence to demonstrate how historical sources, artifacts, and literature can be used to learn about the past.

AAPI Connections

The unit includes **A Boy Named Isamu** by **James Yang**, a historical fiction text inspired by the childhood of Japanese American artist **Isamu Noguchi**, providing representation of an Asian American historical figure

DEI Connections:

The text set includes culturally diverse authors and characters, including Rocio's immigration experience in **With Lots of Love** and **A Boy Named Isamu**, promoting diverse perspectives.

Learning Targets

Unit Essential Questions:

- How do our five senses help us learn about the world?
- How do authors use descriptive language to help readers understand ideas?
- How do readers use text evidence and illustrations to understand a text?
- Why is it important to support an opinion with evidence?
- How does research help us answer questions and learn new information?

Unit Enduring Understandings:

- Our five senses help us observe, understand, and interact with the world.
- Authors use descriptive language to help readers imagine sights, sounds, smells, tastes, and textures.
- Readers use text evidence, illustrations, and descriptive details to understand literary and informational texts.
- Writers support opinions with reasons and evidence from a text.
- Research helps readers learn more about the world around them.

Learning Objectives

Students will be able to:

- Ask and answer questions about literary and informational texts using key details.
- Retell stories and summarize informational texts.
- Describe characters and settings using text evidence.
- Identify the narrator of a story.
- Explain how descriptive language appeals to the senses.
- Determine the meanings of unfamiliar words using context clues.
- Distinguish shades of meaning among related words.
- Decode and encode words containing long vowels, r-controlled vowels, open syllables, inflectional endings, and comparative endings.
- Read grade-level texts accurately, fluently, and with expression.
- Write an opinion piece introducing an opinion, supporting it with evidence from the text, and providing a concluding statement.
- Gather information from multiple sources during shared research.
- Participate in collaborative discussions and present ideas using complete sentences.

Unit Vocabulary	Academic Vocabulary	Content Vocabulary	Foundational Vocabulary (TEACHERS NEED TO KNOW)
• senses • sight • hearing • smell • taste • touch	• compare • descriptive language • evidence • narrator • opinion • reason • summarize • key details • context clues • text evidence	**Module 1** • texture • smooth • rough • soft • hard • senses **Module 2** • aroma • flavor • whisper • echo • silent • notice **Module 3** • observe • describe • imagine • experience • familiar • unique	• long o • long i • long e • r-controlled vowels • open syllable • inflectional ending • comparative ending • phoneme • fluency **Grammar** • regular verb • sentence • statement • question • command • exclamation • end punctuation • conjunction • adjective • possessive noun • singular noun • plural noun

Stage 2: Evidence of Student Learning			
Formative Assessments:			
Reading • Text-dependent questioning • Oral comprehension discussions • Story retellings • Informational text summaries • Character and setting discussions	**Foundational Skills** • Weekly Foundational Skills Assessments • Phonics practice • Decodable text reading • Encoding and spelling practice • Dictation	**Writing** • Opinion writing organizers • Draft reviews • Teacher conferences • Revision and editing activities • Daily written responses	**Speaking & Listening** • Collaborative discussions • Turn-and-talk activities • Class discussions • Oral presentations • Celebrate the Senses Book collaboration

• Vocabulary and context clue activities • Graphic organizers • Close reading activities	• Fluency checks		

Summative Assessments

End-of-Unit Opinion Writing Task
Students write an opinion piece explaining what Rocio wished for and support their opinion with evidence from the text before providing a concluding statement.

Integrated Literacy Assessments
- Module 1 Assessment
- Module 2 Assessment
- Unit 5 Integrated Literacy Assessment

Foundational Skills Assessments
- Week 1 Assessment
- Week 2 Assessment
- Week 3 Assessment
- Week 4 Assessment
- Unit 5 Foundational Skills Assessment

Core Instructional & Supplemental Materials

Visual Texts
- *Five Senses visual text(s)*

Informational Texts
- *Informational texts about the five senses and how people use them to understand the world*

Literary Texts
- *With Lots of Love*
- *A Boy Named Isamu*

Poetry
- *Poems included in the Unit 5 text set focusing on sensory language*

Foundational Skills Materials
- Decodable readers
- Magnetic Readers
- Support & Extend passages
- Phonics routines
- Word study activities
- Fluency practice
- Spelling and dictation activities

Writing Materials
- Student Worktext
- Opinion writing organizers
- Process writing materials
- Revision and editing checklists
- Process Writing Rubrics

Instructional Resources
- Unit Media
- Teacher's Guide
- Independent reading texts
- Graphic organizers
- Digital instructional resources (where available)

Class Project
- Celebrate the Senses Book

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Suggested Strategies and Practices that Support Students with Disabilities:

- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

Suggested Strategies and Practices that Support English Language Learners:

- Visuals
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson
- Picture Directions

Students At Risk of Failure:

- Provide Peer Tutoring
- Multisensory Instruction
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- Personal Word Walls / Word Rings (ex. letter sound word rings)
- Teacher Modeling
- Pattern Sentences (speaking and/or writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations

Students with 504 Plans:

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations

● Provide Fidget Tools
● Flexible Seating
● Chunk Assignments
● Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

● Do Not Always Be Explicit, Allow For Discovery
● Propose Interest-based Extension Activities
● Use Varied Modes Of Pre-assessment And Assessment
● Provide Whole Group Enrichment Explorations
● Teach Cognitive And Methodological Skills
● Ask Higher Order Thinking Questions

Unit 6

Stage 1: Desired Results

Unit 6: Exploring Our Sky

Unit Summary: In this six-week unit, students build knowledge about the sun, moon, Earth, and the solar system through informational texts, poetry, fiction, and visual texts. Students investigate day and night, the relationship between Earth, the moon, and the sun, compare information across multiple texts, conduct research, and write a narrative from the point of view of the sun explaining how it helps Earth.

Learning Standards

NJSLS Grade Level Standards:

Language & Foundational Skills

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.1.2.B: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- L.RF.1.2.C: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- L.RF.1.2.D: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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

- L.RF.1.3.B: Decode regularly spelled one-syllable words.
- L.RF.1.3.E: 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.1.3.F: Read high-frequency and grade-level irregular words with automaticity (e.g., *fly*, *walk*, *old*).
- L.RF.1.3.G: 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.1.4.A: Read grade-level text with purpose and understanding.
- L.RF.1.4.B: Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.1.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

- L.WF.1.1.B: Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.1.C: Orally segment the phonemes in any single syllable, spoken word.
- L.WF.1.1.D: Recognize that each syllable is organized around a vowel sound.

L.WF.1.2: Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2)

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

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: With prompting and support, ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases.

- L.VL.1.2.A: 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.VL.1.3.A: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Reading

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

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

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

RI.CI.1.2: Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

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.TS.1.4: With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RI.CT.1.8: Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing

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

- W.NW.1.3.A: Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- W.NW.1.3.B: Provide dialogue and/or description and details of experiences, events, or characters.
- W.NW.1.3.C: Use transitional words to manage the sequence of events.
- W.NW.1.3.D: Provide a reaction to the experiences or events.

W.WP.1.4: With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.WR.1.5: With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6: With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

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

Speaking and Listening

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.

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.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.2.CR.1: Recognize that creativity can be used to solve problems.

Interdisciplinary Connections:

NJSLS - SCIENCE 2026

1-ESS1-2: Make observations at different times of year to relate the amount of daylight to the time of year.

Learning Targets

Unit Essential Questions:

- How do the sun and moon help Earth?
- What causes day and night?
- How do informational texts help us learn about our solar system?
- How do authors support ideas with facts and reasons?
- How can research help us become better writers?

Unit Enduring Understandings:

- The sun, moon, and Earth are important parts of our solar system.
- Earth's rotation causes the pattern of day and night.
- The moon reflects the sun's light and appears to change shape as it orbits Earth.
- Informational texts, text features, and research help readers learn about the world.
- Writers use facts learned from texts to create informative narratives.

Learning Objectives

Students will be able to:

- Ask and answer questions about literary and informational texts.
- Summarize informational texts using key details.
- Identify an author's purpose and the reasons that support a point.
- Compare and contrast information from multiple texts about the solar system.
- Identify important facts about the sun, moon, and Earth.
- Explain how the sun and moon help Earth.
- Identify and use text features.
- Determine the meaning of unfamiliar words using context clues.
- Explain descriptive language found in poetry.
- Decode and encode words containing r-controlled vowels, diphthongs, variant vowels, consonant + le syllables, vowel team syllables, irregular plurals, suffix **-ly**, and compound words.
- Read grade-level texts accurately and fluently.
- Conduct shared research about the solar system.
- Plan, draft, revise, and publish a narrative written from the point of view of the sun.
- Participate in collaborative discussions and presentations using academic vocabulary.

Vocabulary

Unit Vocabulary	Academic Vocabulary	Content Vocabulary Module 1	Foundational Vocabulary (TEACHERS NEED TO KNOW)
• sun • moon • Earth • solar system	• summarize • key details • verbs • present tense verbs • past tense verbs	• daytime • nighttime • disappears • damage	• r-controlled vowels (**or, oar, ore**) • diphthongs (**ou, ow, oi, oy**) • variant vowels (**oo, ue, ew, au, aw, al**) • consonant + le syllables

	• text features • heading • diagram • caption • fact • statement • question • exclamation • command • author's point • reason • preposition • singular noun • plural noun • compare • contrast • retell • irregular plural • researching • stanza • line break • rhyme • rhythm • suffix • plural possessives • context clues • voice • tone	• rays **Module 2** • planet • galaxy • reflects • impact • craters • brightens • exclaimed • dusk • shone **Module 3** • pleasant • notion • center • distance • provides • massive • popular • revolves • solid • •	• vowel team syllables • irregular plurals • suffix **-ly** • compound words • phoneme • fluency **Grammar** • regular verbs • present tense verbs • past tense verbs • types of sentences • statement • question • exclamation • command • end punctuation • preposition • singular nouns • plural nouns • adjectives • possessive nouns • affixes

Stage 2: Evidence of Student Learning			
Reading • Ask-and-answer question activities • Text summaries	**Foundational Skills** • Weekly Foundational Skills Assessments (Weeks 1–4) • Phonics practice • Decodable text reading	**Writing** • Narrative planning • Drafting • Revising • Editing • Teacher conferences	**Speaking & Listening** • Academic discussions • Group research • Collaborative presentations • Class discussions

• Identifying author's purpose • Comparing and contrasting texts • Identifying text features • Vocabulary and context clue activities • Poetry analysis • Graphic organizers • Group research discussions	• Encoding and spelling activities • Word study • Fluency practice	• Daily writing responses	• Solar System Report project discussions

Summative Assessments:

End-of-Unit Narrative Writing

Students write a narrative from the **point of view of the sun**, explaining **two ways the sun helps Earth on a warm, sunny day** using information learned from the unit texts.

Class Project: Our Solar System Report

Students work in groups to research the sun, moon, Earth, or another planet in the solar system and present their findings.

Integrated Literacy Assessments

- Module 1 Assessment
- Module 2 Assessment
- Unit 6 Integrated Literacy Assessment

Foundational Skills Assessments

- Week 1 Assessment
- Week 2 Assessment
- Week 3 Assessment
- Week 4 Assessment
- Unit 6 Foundational Skills Assessment
-

Common Benchmark Assessments:

- I-Ready Inform
- iReady Literacy Tasks
- DIBELS

Core Instructional & Supplemental Materials

Visual Texts
- *During the Day/At Night*

Informational Texts
- *Daytime, Nighttime*
- *Day and Night*
- *Earth and Its Moon*
- *Moon*
- *The Sun*
- *Sun! One in a Billion*

Literary Text
- *Sun and Moon Have a Tea Part*

Poetry
- *The Song of the Stars*
- *Sun Song*
- *The Sun*

Foundational Skills Materials
- Decodable texts
- Magnetic Readers
- Support & Extend Passages
- Phonics lessons
- Word study activities
- Fluency practice

Writing Materials
- Student Worktext
- Process Writing materials
- Narrative planning organizers
- Revision and editing checklists
- Process Writing Rubrics

Instructional Resources
- Unit Media
- Teacher's Guide
- Independent reading passages
- Graphic organizers
- Digital instructional resources (where available)

Class Project
- Our Solar System Report

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Suggested Strategies and Practices that Support Students with Disabilities:
- Follow All IEP Modifications
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs
- Small Group Instruction
- Use Books On Tape
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated

Suggested Strategies and Practices that Support English Language Learners:
- Visuals
- Gesturing
- Miming
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson

● Picture Directions

Students At Risk of Failure:

● Provide Peer Tutoring
● Multisensory Instruction
● Use Audio Books
● Allow Extra Time To Complete Assignments Or Tests
● Work In A Small Group
● One On One Instruction
● Personal Word Walls / Word Rings (ex. letter sound word rings)
● Teacher Modeling
● Pattern Sentences (speaking and/or writing)
● Choral Chanting
● Small Group Instruction / Cooperative Learning
● Allowing For Additional Wait Time For Student Responses During Conversations

Students with 504 Plans:

● Follow All 504 Modifications
● Provide Picture Instructions
● Small Group Instruction
● Allow Extra Time To Complete Assignments Or Tests
● Allowing For Additional Wait Time For Student Responses During Conversations
● Provide Fidget Tools
● Flexible Seating
● Chunk Assignments
● Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

● Do Not Always Be Explicit, Allow For Discovery
● Propose Interest-based Extension Activities
● Use Varied Modes Of Pre-assessment And Assessment
● Provide Whole Group Enrichment Explorations
● Teach Cognitive And Methodological Skills
● Ask Higher Order Thinking Questions