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Items in red will be touched on in the Media Center

First Grade / ELA /Trimester 1					
Time Frame	Primary Reading Skills	Primary Writing Skill	Foundational Skill (Foundations)	Executive Functioning	Standards
<p>Sept. R- Character Ed and social emotional</p> <p>W- Launching Writing</p>	<p><u>Launch Daily 5- Practice Online Programs - RAZ Kids and Epic</u></p> <p><u>Show students how to log into and navigate Raz kids: learning to differentiate between the reading room/Level up room, Assignments, and Flight Check tabs.</u></p> <p>Identify front cover, back cover, title page, author, & illustrator.</p> <p>Ask and answer questions about key details and unknown words.</p> <p>Understand the central message or lesson</p> <p>Sort words into categories (colors, math words, family words, etc.)</p>	<p><u>Show how to login and navigate Google Classroom and Google Docs if needed</u></p> <p>Apply spelling knowledge</p> <p>Print legibly with proper spacing</p> <p>Use classroom routines to write independently.</p> <p>*Ideas*</p> <p>Print all uppercase and lowercase letters</p> <p>Use singular and plural nouns with matching verbs (e.g., He hops; We hop).</p> <p>Capitalize dates and names of people</p> <p>Use end punctuation for sentences</p>	<p>Unit 2 (Unit 1 if needed) Demonstrate mastery of the organization and basic features of print from Kindergarten.</p> <p>Recognize the features of a sentence.</p> <p>Demonstrate mastery of spoken words, syllables and sounds.</p> <p>Blend sounds for single syllable words</p> <p>Isolate and pronounce initial, medial vowel and final sounds in single syllable words.</p> <p>Segment single-syllable words into their</p>	<p>- Time to get <u>reacclimated to being in school</u></p> <p>-Teach/ review online <u>programs- Google Classroom, RAZ Kids, Epic, Google Docs, Google Meet or Hangouts - (Practice during Daily 5)</u></p>	<p>RL.1.1</p> <p>RL.1.2</p> <p>RL.1.10</p> <p>W.1.1</p> <p>W.1..5</p> <p>RF.1.2 B, C, D</p> <p>RF.1.1 A</p> <p>L.1.1 A,C</p> <p>L.1.2 A, B</p> <p>L.1.5 A</p> <p>SL.1.1 A</p> <p>SL.1.4</p> <p>SL.1.5</p> <p>S.L.1.6</p>

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	Understand the central message, lesson, or moral		sequence of individual sounds		
Oct. R- Fiction	Retell stories: including key details, describing characters, setting, and major events in the story. Describe the overall structure of a story: Beginning, Middle, End. Use context clues	Develop writing through organization and planning Tell events in a sequence Describe events using details Use sequence words to show the order of events (e.g., now, when, then) End with a closing sentence	Unit 3 Read with accuracy and fluency to support comprehension- Story retelling Apply phonics and word analysis skills in decoding words. Know the spelling-sounds for consonant digraphs Decode one-syllable words Spelling of ck at the end of words		RL.1.2 RL.1.3 W.1.1 W.1..5 RF.1.3 A, B, RF1.4 C L.1.1 B L.1.2 D, E L.1.4 C L.1.5 C
W- Personal Narrative Pretest– a time spent with a friend or with family	Use context to confirm or self correct word recognition and understanding (GR) Identify frequently occurring root words and their inflectional forms (tenses: looks, looked, looking) Identify real life connections between words and their use.	Introduce writing partners Use common, proper and possessive nouns Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words Spell untaught words phonetically *Organization and Conventions*			

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<p>Nov. R-1st Person narrative Persuasive</p> <p>W-Opinion -Pretest- What is your favorite holiday?</p>	<p>Identify who is telling the story at various points in a text</p> <p>Identify words and/or story details to help determine who is telling the story.</p> <p>Describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>Read grade level text with purpose and understanding (GR)</p> <p>Use context to confirm or self correct word recognition and understanding (GR)</p> <p>Define words by category and by one or more key attributes</p> <p>Identify the difference between an opinion and a fact. Trigger word(s) or phrase(s) that help</p>	<p>Introduce the topic</p> <p>Express an opinion on the topic</p> <p>Include a reason to support the opinion</p> <p>Include a closing statement or section</p> <p>Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)</p>	<p>Unit 4</p> <p>Use bonus letter spelling rules: ff, ll, ss</p> <p>Glued sound:all</p> <p>Read with accuracy and fluency-Storytime</p> <p>Punctuation: ., ?, !</p> <p>Unit 5</p> <p>Glued sounds: am, an</p> <p>Read with accuracy and fluency-Storytime</p>		<p>RL.1.6</p> <p>RI.1.3</p> <p>RF.1.2 B</p> <p>W.1.1</p> <p>W1.5</p> <p>L.1.1 D</p> <p>L.1.5 B</p> <p>SL.1.1 A, B, C</p> <p>SL.1.2</p> <p>SL.1.3</p> <p>SL.1.4</p> <p>SL.1.5</p> <p>SL.1.6</p>
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	identify if it is a fact or opinion.				
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Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> ● R- Anecdotal notes during guided reading ● R- Running Records ● R- Graphic organizers for response to reading <ul style="list-style-type: none"> ○ Beginning of the year focus on character, setting, problem and solution ○ RTL graphic organizer ● R- RTL for Listening to reading in Daily 5 ● W- Observation and discussion during writing conferences ; Anecdotal Notes ● Raz-Kids Comprehension Skill: Analyze Character and Author's purpose: Entertain, Problem and Solution, Comprehension Skill Packs 	<ul style="list-style-type: none"> ● R- DRA assessment ● R- Benchmark running records ● W- On Demand (independent) writing samples ● SL-Author's Share ● L-Writing On Demand pieces ● F- Unit assessments ● F- Trick word assessments ● F- Sight word biweekly assessment
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> ● Guided Reading Leveled Books ● Comprehension Toolkit ● Medford Writing ● 6+1Trait Writing ● Foundations 	<ul style="list-style-type: none"> ● Bookflix ● R/W - Mentor texts- Night of the Veggie Monster, Knuffle Bunny, Fancy Nancy, Roller Coaster, Peter's Chair, Kitten's First Full Moon, Chrysanthemum, I Like Myself, Everyone Is Different, The Day the Crayons Quit, I Wanna an Iguana, Giggle Giggle Quack, I Wanna New Room ● R- The Daily Five (resource book) ● R/L- Fluency/ Poetry folder ● R- SmartBoard file- Nonfiction text features

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	<ul style="list-style-type: none"> ● R- anchor chart- Nonfiction text features ● W- teacher model ● W- Graphic organizers- People, Places and Things organizer, Map of My Heart ● W- Anchor charts- what needs to be included in each genre of writing; What do writers do when they get stuck; Revising and Editing ; Writing topic ideas; Transition words/ phrases ; Show, Don't Tell chart; Vivid Verbs/ Sparkle Words chart; Red pen/ blue pen revise and edit chart; transition words for each genre; ● W- Youtube videos- https://www.youtube.com/watch?v=FIyt5pEcE_g (fact vs opinion); IPICK Song ● W- Daily 5 writing resources and prompts ● L/F Youtube videos- parts of speech- Schoolhouse Rock videos; word families, bonus letter video; alphablocks ● L/F- Smart board files to teach skills ● L/F- Daily 5 word word activities, resources ,games ● R/W/L/F- Daily 5 anchor charts
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First Grade / ELA /Trimester 2				
Time Frame	Primary Reading Skills	Primary Writing Skill	Foundational Skill	Standards

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<p>time spent with a friend or with family.</p>	<p>Help identify words in poems/stories that help determine how a character is feeling.</p> <p>Use illustrations and details in a story to describe adventures and experiences of characters in a story. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies</p> <p>Helps students use pictures as a way to understand and retell stories.</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words</p> <p>.</p>	<p>Use sequence words to show the order of events (e.g., now, when, then) End with a closing sentence and feeling Use verbs to show past, present, and future tenses Use frequently occurring adjectives Distinguish shades of meaning among verbs differing in manner (fancy words) and adjectives differing in intensity by defining them and choosing them</p> <p style="text-align: center;">*Voice*</p>	<p>Read with accuracy and fluency to support comprehension</p> <p>Unit 8 Know and use consonant blends and digraph blends Blend, read and spell words with four sounds Add suffix s to words with four sounds Introduce r-controlled vowels Read with accuracy and fluency to support comprehension</p>	<p>L.1.2 D, E L.1.4 C L.1.5 C</p>
<p>Feb. R-1st Person narrative Persuasive</p>	<p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p>	<p>Introduce the topic Express an opinion on the topic Include a reason to support the opinion with contrasting information</p>	<p>Continue Unit 8 Unit 9 Understand and apply rules for closed syllable with short vowels</p>	<p>RI.1.4 RI.1.6 RI.1.7 RF.1.3 C W.1.1 W.1.5</p>

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<p>W-Opinion Post test- what is your favorite holiday?</p>	<p>Revisit previously taught skills Distinguish between information provided by pictures/illustrations and information provided by the words in a text. Use illustrations and details in a text to describe its key ideas Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (because)</p>	<p>Include a closing statement or section Use frequently occurring conjunctions (e.g., and, but, or, so, because) Produce an expand compound, declarative, interrogative, imperative and exclamatory sentences in response to prompts *Review all traits*</p>	<p>Closed vs open- Distinguish long and short vowels when reading one-syllable words Introduce vowel teams Read with accuracy and fluency to support comprehension</p>	<p>L.1.1 G, J L.1.6</p>
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Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> ● R- Anecdotal notes during guided reading ● R- Running Records ● R- Response to Literature (Binders) ● R- Graphic organizers for response to reading <ul style="list-style-type: none"> ○ Beginning of the year focus on character, setting, problem and solution ○ RTL graphic organizer ● R- RTL for Listening to reading in Daily 5 	<ul style="list-style-type: none"> ● R- DRA assessment ● R- Benchmark running records ● W- On Demand (independent) writing samples ● SL-Author's Share ● L-Writing On Demand pieces ● F- Unit assessments ● F- Trick word assessments ● F- Sight word biweekly assessment

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<ul style="list-style-type: none"> ● W- Observation and discussion during writing conferences ; Anecdotal Notes ● W- Classroom journals ● W-Word on Writing (daily 5) ● SL-Observation, participation, discussion ● L- Observation when speaking and writing ● F- Observation during drill sounds, tapping, dictation and practice ● F- Student notebook observation and grading ● Raz-Kids Comprehension: Author’s purpose: Inform, Main Idea and Details, Sequence Events, Cause and Effect Comprehension Skill Packs 	
<p>Main Resources</p>	<p>Supplementary Resources</p>
<ul style="list-style-type: none"> ● Guided Reading Leveled Books ● Comprehension Toolkit ● Medford Writing ● 6+1Trait Writing ● Foundations 	<ul style="list-style-type: none"> ● Bookflix ● R/W-Christmas’ Around the World informational reading (writing booklet ; Brainpop video- Winter Holidays; Books- <u>Christmas Around the World by Marcia Vaughan</u>; Youtube-Christmas Around the world; December holidays- graphic organizer for writing (booklet); Internet research to winter holidays ● R/ W- Mentor texts- <u>Non-fiction texts from classroom library</u>;Stand Tall Molly Lou Melon, Sheila Rae the Brave, Don’t Let the Pigeon Drive the Bus, Be a Friend to Trees ● R- Fluency/ Poetry folder ● Books- <u>Martin’s Big Words</u>; <u>Meet Martin Luther King Jr.</u>; <u>Meet the President by Marc Brown</u>; ● R- Smart Board file- Nonfiction text features; ● R- anchor chart ● W- teacher model ● W- Graphic organizers- Expert List; My Favorite’s List

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	<ul style="list-style-type: none"> ● W- Anchor charts- what needs to be included in each genre of writing; What do writers do when they get stuck; Revising and Editing ; Writing topic ideas; Transition words/ phrases ; Show, Don't Tell chart; Vivid Verbs/ Sparkle Words chart; Red pen/ blue pen revise and edit chart; transition words for each genre; 5 senses; ● W- Youtube videos- Fact v.s Opinion ● W- Daily 5 writing resources and prompts ● L/F Youtube videos ● L/F- Smart board files to teach skills ● L/F- Daily 5 word work activities, resources, games ● R/W/L/F- Daily 5 anchor charts ● R/L- Fluency/ Poetry folder
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First Grade / ELA /Trimester 3				
Time Frame	Primary Reading Skills	Primary Writing Skill	Foundational Skill	Standards
March R- All About Books W- Informational Post test- Pick an	Identify main topic and retell key details Know and ask various text features Ask and answer questions about key details in a text	Discern facts from opinion Introduce a topic that is well known Include some facts about a topic Write a closing statement Include "How-To" through shared research writing	Unit 10 Segment and blend up to 5 sounds Suffix s for words with 5 sounds Suffix ed and ing Vowel Teams	RI.1.8 RI.1.9 RF.1.3 C W.1.2 W.1.5 W.1.6 L.1.2 C L.1.4 B

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<p>animal. Tell us facts about the animal.</p>	<p>Use sentence level context as a clue to the meaning of a word or phrase Use frequently occurring affixes as a clue to the meaning of a word (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) Review NF text features to help students gather facts for informational writing.</p>	<p style="text-align: center;">*Review all traits*</p>	<p>Read with accuracy and fluency to support comprehension Unit 11 <u>Know final-e for representing long vowel sounds</u> <u>Distinguish long from short vowel sounds in spoken single-syllable words</u></p>	
<p>April R- Fiction/ Mystery W- Personal Narrative</p>	<p>Identify words and phrases in stories/poems that suggest feelings or appeal to the senses Use illustrations and details in a story to describe adventures and experiences of characters in a story. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies</p>	<p>Develop writing through organization and planning Tell events in a sequence Begin by writing: who, where, when, why Describe events using details (use five senses) Use sequence words to show the order of events (e.g., now, when, then) End with a closing sentence and feeling Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p style="text-align: center;">*Review all traits*</p>	<p>Continue Unit 11 Unit 12 Decode two-syllable words by breaking the words into syllables, knowing every syllable must have a vowel sound Syllable division rules Say single-syllable words by blending sounds including blends Paragraph Structure Read with accuracy and fluency to support comprehension</p>	<p>RL.1.2 RL.1.3 W.1.1 W.1..5 RF.1.3 A, B, RF1.4 C L.1.1 B L.1.2 D, E L.1.4 C L.1.5 C</p>

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	Recount stories-determine their central message/theme, lesson or moral			
<p>May R-Fairy Tales/ Poetry</p> <p>W- Opinion</p> <p>Updated narrative On Demand for basic skills</p>	<p>Identify basic similarities in and differences between two texts on the same topic With prompting and support, read and comprehend stories and poetry</p> <p>Compare and contrast the most important points presented by two texts on the same topic. Compare and contrast two versions of the same story/FT by different authors or cultures.</p>	<p>Introduce the topic Express an opinion on the topic (fairy tales) Include one deeper reason to support the opinion with contrasting information Include a closing statement or section</p> <p>*Review all traits*</p>	<p>Unit 13 Add Suffix s, ing, ed to multisyllabic words Add es to base words with closed syllables Paragraph Structure Read with accuracy and fluency to support comprehension</p>	<p>RI.1.9 RL.10 RF.1.4 A,B,C W.1.1 W.1.5</p>
<p>June R-Readers Theatre</p> <p>W- review all genres</p>	<p>Review all skills Explain major differences between books that tell stories and books that give information, Use a wide range of text types</p>	<p>Application of all strategies Example- choose a topic (animals) have students write in all three genres on the topic *Review all traits* Complete 1 typed published piece</p>	<p>Unit 14 Review of word structure and concepts Review Sentence Structure and proofreading Read with accuracy and fluency to support comprehension Review all foundations features</p>	<p>W.1.1 W.1.2 W.1.3 W.1.5 W.1.6 RL.1.5 RF.1.4 A,B,C</p>

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Main Resources	Supplementary Resources
<ul style="list-style-type: none"> ● Guided Reading Leveled Books ● Comprehension Toolkit ● Medford Writing ● 6+1Trait Writing ● Foundations 	<ul style="list-style-type: none"> ● R/ W- Mentor texts- <u>Fairy tales</u> to compare and contrast; <u>Cam Jansen</u>- mystery read alouds; Non-fiction books from the classroom library; <u>Enemy Pie</u>, Mo Willem books; Robert Munsch books; <u>Molly Lou Melon</u>- (3rd person narrative books); <u>Junie B. Jones</u>; <u>Henry and Mudge</u>; <u>Weekend at Wendell’s</u>, <u>Peter’s Chair</u>, Dr. Seuss books; <u>Knufflebunny</u>; Fairy tale books to compare/ contrast ● R- poetry read alouds ● R- Fluency/ Poetry folder ● R- Smart Board file

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| | <ul style="list-style-type: none">● R- anchor chart- Nonfiction text features;● W- teacher model● W- Graphic organizers- Venn diagram to compare fairy tales; non-fiction report graphic organizers; character creation organizer● W- Anchor charts- what needs to be included in each genre of writing; What do writers do when they get stuck; Revising and Editing ; Writing topic ideas; Transition words/ phrases ; Show, Don't Tell chart; Vivid Verbs/ Sparkle Words chart; Red pen/ blue pen revise and edit chart; transition words for each genre;● W- Youtube videos● W- Daily 5 writing resources and prompts● L/F Youtube videos● L/F- Smart board files to teach skills● L/F- Daily 5 word word activities, resources, games● R/W/L/F- Daily 5 anchor charts● SL- practice poems for fluency |
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