

[NJSL-Grade 1 ELA](#)

Trimester		Unit 1 Title	Recommended Instructional Days
1		<p>My Neighborhood</p> <p>Students will explore:</p> <ul style="list-style-type: none"> • Talk with others about my neighborhood • Know about different types of fiction and understand their elements • Use language to make connections between reading and writing • Learn about books and how to write stories 	6 - 8 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit</p>	
<p><i>Progress Indicator:</i></p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p>	<p><i>Progress Indicator:</i></p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and</p>		

<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10 With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p>	<p>information provided by the words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10 With prompting and support, read informational texts at grade level text complexity or above.</p>	
<p>Foundational Skills Strand:</p>	<p>Writing Strand:</p>	
<p>Progress Indicator:</p> <p>RF.1.1 Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>RF.1.2 Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>Progress Indicator:</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of</p>	<p><u>Essential Question/s:</u></p> <ul style="list-style-type: none"> ● What is a neighborhood? ● How can neighbors help each other? ● What can I see in a neighborhood? ● How do signs in our neighborhood help us? ● How can I get to know my neighbors? ● What does a neighborhood look like? <p style="text-align: center;"><u>Activity Descriptions:</u></p> <p><u>Interdisciplinary Connections:</u> <i>Follow the “Cross-Curricular” discussion prompts in your manual to address the standards below.</i></p> <p><u>Social Studies:</u> SOC.6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p>

<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3.b Decode regularly spelled one-syllable words.</p> <p>RF.1.4.a Read grade-level text with purpose and understanding.</p>	<p>“how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>What is a Community? Towns and Cities: Urban and Rural Communities Social Studies Skills: Learning for Kids: Good Citizenship</p> <p>SOC.6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. Communities for Kids - Types of Communities Good Citizenship & Social Skills for Kids</p>
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</p>	<p>SOC.6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. What is a society?</p>
<p>Progress Indicator:</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.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).</p> <p>SL.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>Progress Indicator:</p> <p>L.1.1.a Print all upper- and lowercase letters.</p> <p>L.1.1.c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.1.1.f Use frequently occurring adjectives.</p> <p>L.1.1.h Use determiners (e.g., articles, demonstratives).</p>	<p>SOC.6.3.4.A.1 Evaluate what makes a good rule or law. Teaching Laws, Rights, and Responsibilities to Kids</p> <p>Science: K-2-ETS1-1: Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>Getting Ready (Classroom Environment):</p> <ul style="list-style-type: none"> Organize your classroom’s teaching/meeting area. Situate the furniture so that students have enough room and space to sit safely and comfortably. Students need to be able to see the word wall and easel and/or whiteboard. Keep all essential teaching tools for shared reading and interactive reading near the teaching space.

<p>SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>L.1.1.i Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>).</p> <p>L.1.1.j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>L.1.4.b Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less)</p>	<ul style="list-style-type: none"> ● Include a second set of student name cards on a type of organizer (pocket chart, bulletin board, poster board, etc.) to facilitate students taking turns with tablets. ● Organize guided reading texts by reading level and title. ● Organize read aloud/big books selections. ● Label all areas of the classroom, with attention to the following items that students will have daily access to: scissors, crayons, glue, book baskets, paper, pencils, computers, blocks, folders, etc. ● Make sure students have myView digital access. <p>Build Background Knowledge</p> <ul style="list-style-type: none"> ● Students will view the following video to promote thinking about unit topic: <ul style="list-style-type: none"> - Unit 1 Video: “Welcome to My Neighborhood” (found on your Savvas Realize account in Unit 1 introduction) ● Class discussion about neighborhoods <p>Ask and answer questions:</p> <ul style="list-style-type: none"> ● What is a neighborhood? Can you describe your neighborhood? ● How can neighbors help each other? How have you helped a neighbor? ● What can I see in a neighborhood? What kind of animals do you see in your neighborhood? ● How do signs in our neighborhood help us? ● How can I get to know my neighbors? How should we treat our neighbors? ● What does your neighborhood look like?
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	<p>as a clue to the meaning of a word.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>Build Oral Language:</p> <ul style="list-style-type: none"> ● Oral Language Development ● <u>Weekly vocabulary</u>: check, listen, mutters, quiet, block, corner, sand, street, crosswalk, guard, left, right, help, plant, join, meet, buildings, library, school, stores ● <u>Unit academic vocabulary</u>: group, settle, type, various ● Word Wall - Throughout the unit, begin an academic vocabulary word wall as you generate new vocabulary related to the theme <p><u>Reading Workshop</u></p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> ● Phonological Awareness <ul style="list-style-type: none"> ○ Initial Sounds ○ Medial Sounds ○ Recognize alliteration ○ Segment and blend phonemes ○ Add phonemes ● Phonics (<i>Foundations</i>) <ul style="list-style-type: none"> ○ <i>Letter - Keyword - Sound for consonants and short vowels</i>: using both standard and large cards to teach consonants and short vowel sounds ○ Letter Formation for lowercase letters a-z ○ Alphabetical Order ○ Sound recognition for consonants and short vowels. ○ Sound Manipulation (initial, final, medial) ○ Blending and Reading three-sound short vowel words
<p>Social and Emotional Learning:</p> <p><i>Competencies</i></p>	<p>Social and Emotional Learning:</p> <p><i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> ● Self Awareness ● Self-Management ● Social Awareness ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding 	

<p>Core SEL Competencies Guide</p>	<p>of the need for mutual respect when viewpoints differ.</p> <ul style="list-style-type: none">● Recognize the skills needed to establish and achieve personal and educational goals.● Utilize positive communication and social skills to interact effectively with others.● Develop, implement, and model effective problem solving and critical thinking skills.	<ul style="list-style-type: none">○ Segmenting and Spelling three-sound short vowel words○ Vowel extension poster○ Large letter formation grid: teach sky line, plane line, grass line, worm line; use the grid to teach proper letter formation for the letter(s) being taught○ Student Notebook: teacher says the letter formation for the letter(s) being taught as students echo and trace the letter(s) with a finger; teacher says <i>letter - keyword - sound</i> and students echo○ Magnetic tile board: teacher gives each student the letter(s) being taught; students match the tile to the letter on the board; echo <i>letter - keyword - sound</i>○ Dictation (Dry Erase)○ Dictation (Composition Book) <ul style="list-style-type: none">● High-Frequency Words<ul style="list-style-type: none">○ myView: a, I, his, is, see, do, like, one, the, we, are, by, look, was, you, have, that, they, two, up, as, he, three, to, with <p>Read-Aloud Routine:</p> <ul style="list-style-type: none">● Students will listen actively to you read a story for elements of the genre that will be covered during the lesson● Read the entire text aloud without stopping● Reread the text aloud, pausing to model Think Aloud strategies related to the genre
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- Unit 1 stories found in your teacher’s manual:
 - Week 1: *Trash on the Trail*
 - Week 2: *A Neighborhood Walk*
 - Week 3: *Signs in Your Neighborhood*
 - Week 4: *Welcome to the Neighborhood*
 - Week 5: *How to Describe Your Neighborhood*
- Wrap-Up Activity - refer to your myView manual “Listening Comprehension” pages for corresponding activities for weekly read-aloud routines

Shared Read:

- Introduce the text and preview vocabulary.
- Discuss the “First Read” strategies with students (refer to your myView manual “Introduce the Text” pages). Students can listen to or read the story as their “First Read.”
- Teacher will read the text aloud to students. While reading, use the “Close Read” notes to guide instruction
- Following the reading, students will respond and analyze the text (retell, describe important text features)
- Unit 1 Shared Read stories:
 - Week 1: *The Blackout*
 - Week 2: *Henry on Wheels*
 - Week 3: *Look Both Ways!*
 - Week 4: *Garden Party* and *Click, Clack, Click!*
 - Week 5: *Making a Map*
 - Week 6: *People in My Neighborhood*

Leveled Readers:

- Unit 1 guided reading levels range from Level C through Level I

- Readers align to unit theme, My Neighborhood, and to the unit Spotlight Genre, Realistic Fiction.
- Refer to the “Matching Texts to Learning” pages each week for suggested texts and the instruction aligned to the week’s instruction and genre.
- Full online access to Grade 1 Leveled Library:
 - levels available from Level B - Level I
 - variety of fiction and nonfiction genres
 - text structures and features aligned to the continuum of text levels
 - readers provide audio and word-by-word highlighting to support students as they read
 - leveled reader search functionality in SavvasRealize.com

Writing Workshop

Introduce and Immerse:

- Explore and Apply Meet the Author- learn who an author is
- Explore and Apply What Good Writers Do- understand what good authors do when they write
- Writing Club: Overview- students will learn about what they will do in their Writing Clubs

Develop Elements:

- Explore and Apply Where Authors Get Ideas- explore resources authors use to help them decide what to write about
- Explore and Apply Digital Tools We Can Use- learn about digital tools they can use for producing and publishing their own writing

		<ul style="list-style-type: none">● Digital Tools We Can Use Together <p>Develop Structure:</p> <ul style="list-style-type: none">● Explore and Apply Features of a Fiction Book- learn about the features of fiction books● Explore and Apply Features of a Nonfiction Book- learn about the features of nonfiction books● Making and Responding to Suggestions <p>Writer’s Craft:</p> <ul style="list-style-type: none">● Explore and Apply Adding Details to Illustrations- learn how to add details to illustrations● Adding Details to Words- learn how to add details to words● Asking and Answering Questions- understand how questions and answers help writing <p>Publish, Create, and Assess:</p> <ul style="list-style-type: none">● Choose a Book to Publish- decide on a piece of writing to publish● How to Celebrate- understand how to celebrate their writing● Assessment- be assessed on writing skills and strategies <p><u>Reading-Writing Workshop Bridge</u></p> <p>Academic Vocabulary:</p> <ul style="list-style-type: none">● Related words● Synonyms● Context clues● Word Parts● Oral language
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		<p>Handwriting:</p> <ul style="list-style-type: none"> ● Practice proper sitting and paper position ● Use proper pencil grip and write vertical lines ● Write horizontal lines and backward circles ● Write slanted lines and forward circles ● Write letters <i>Ll</i> and <i>Ii</i> <p>Read Like a Writer, Write for a Reader:</p> <ul style="list-style-type: none"> ● First-Person Text ● Word Choice ● Print Features <p>Language & Conventions:</p> <ul style="list-style-type: none"> ● Nouns ● Present Tense Verbs ● Simple Sentences ● Adjectives and Articles ● Sentences with Nouns, Verbs, and Adjectives
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● K-W-L charts and brainstorming anchor charts to determine student prior knowledge and use of relevant connections ● PBL on-going project and writing task ● Graphic organizers ● Quick Check 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Unit Tests <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Weekly student monitoring ● Weekly progress check-ups (completed online through Savvas Realize)

<ul style="list-style-type: none"> ● Post-it and/or communicator responses as a temperature gauge ● Independent illustrations in reading notebooks ● Writing pieces ● Thumbs up, thumbs down ● Game activities ● Assess and Differentiate ● Assess Prior Knowledge ● Assess Understanding ● Observational Assessments ● Conferring Checklists ● Rubrics ● Think/Pair/Share 	<ul style="list-style-type: none"> ● Student reflections
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**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Digital and print version of the text ● myView Literacy ● Centers/Stations ● Leveled readers ● Anchor charts & editable anchor charts ● Student interactives 	<ul style="list-style-type: none"> ● Modified versions of the text ● Leveled readers ● Differentiation/Accommodations/Modifications - materials and resources needed for small group instruction ● Choice Boards 	<ul style="list-style-type: none"> ● Digital and print versions of the text ● Small group materials ● PBL projects ● Online thesaurus ● Leveled readers ● Accommodations and Modifications Checklist for ESL 	<ul style="list-style-type: none"> ● Digital and print versions of the text ● Digital access to leveled readers for all grades ● Small group materials to provide differentiation ● Continuous PBL projects

		Students	
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Student device (tablet, chromebook) ● Teacher device (laptop, chromebook) ● Student access to Savvas Realize myView accounts ● Projector ● SmartBoard ● Document camera ● IXL.com BBOED ● RAZ-Plus <p>Other:</p> <ul style="list-style-type: none"> ● Whiteboard ● Expo markers ● Chart paper & markers 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Allow for access to print and digital versions and exemplars of PBL projects and writing tasks 	<ul style="list-style-type: none"> ● Reading -Increase feedback -Vary texts for level of difficulty -Offer choice of organizers and DOLs 	<ul style="list-style-type: none"> ● Extend time requirements ● Preferred seating ● Positive reinforcement ● Check often for understanding/review ● Utilize oral/visual directions/prompts when necessary 	<ul style="list-style-type: none"> ● Create an enhanced set of introductory activities ● Integrate active teaching/learning opportunities ● Incorporate authentic components

	<ul style="list-style-type: none">-Post visuals and anchor charts for making connections-Break into smaller group or 1:1 conferences-Close reading strategies-Text based evidence strategies-Tier assignments and assessments-Strategic pairing for guided practice-Highlight/ color-code text-Text to speech<ul style="list-style-type: none">● WritingTier 1: General instruction-Schedule time for writing conferences-Spelling-Sentence construction-Classroom environment (visuals, word wall, etc.)-Explicit modeling-After continuous, systematic progress	<ul style="list-style-type: none">● Supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric	<ul style="list-style-type: none">● Propose interest-based extension activities● Connect students to related talent development opportunities● Advanced organizers● Advanced leveled texts● Tier assignments and assessments● Compact curriculum● Offer challenging activities● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic
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	<p>monitoring, locate students who need more support.</p> <p>Tier 2: Small group, adult-led instruction using validated interventions to provide a more tailored, individualized educational program.</p> <ul style="list-style-type: none">-Identifying non-responders-Continued progress monitoring <p>Tier 3: Teacher-established learning goals with materials that coincide with the level of the child and may differ from the students' grade level.</p> <ul style="list-style-type: none">-Handwriting instruction-Computer-assisted instruction-Strategy instruction-Cognitive strategy instruction-Utilize a multi-sensory approach during instruction		
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	<ul style="list-style-type: none">-Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)-Modify test content and/or format, allow students to retake test for additional credit-Provide additional times and preferential seating as needed-Review, restate and repeat directions-Provide study guides, and/or break assignments into segments of shorter tasks.-Provide individual instruction as needed <p>Modify assessments and/or rubrics, repeat instructions as needed.</p>		
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	<p>Disciplinary Concept: 1. Money Management</p>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<ol style="list-style-type: none"> 2. Career Awareness and Planning 3. Creativity and Innovation 4. Digital Citizenship 5. Global and Cultural Awareness 6. Critical Thinking and Problem-Solving 7. Information and Media Literacy 8. Technology Literacy 	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> ● To be fiscally responsible, an individual’s finances should align with his or her values and goals. ● Different types of jobs require different knowledge and skills. ● Brainstorming can create new, innovative ideas. ● Digital communities allow for social interactions that can result in positive or negative outcomes. ● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. ● Individuals from different cultures may have different points of view and experiences. ● Digital tools and media resources provide access to vast stores of information that can be searched. ● Digital tools can be used to display data in various ways. ● Digital tools have a purpose.
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. ● 9.1.2.FP.2: Differentiate between financial wants and needs. ● 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

- **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
- **9.4.2.CI.1** Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
- **9.4.2.CT.1** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- **9.4.2.CT.2** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- **9.4.2.CT.3** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- **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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5,7.1.NL.IPERS.6).
- **9.4.2.IML.1** Identify a simple search term to find information in a search engine or digital resource.
- **9.4.2.IML.2** Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
- **9.4.2.TL.4** Navigate a virtual space to build context and describe the visual content.
- **9.4.2.TL.6** Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Career Readiness, Life Literacies, & Key Skills Practices

	<ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Consider the environmental, social and economic impacts of decisions. ● Attend to financial well-being. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence.
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>