

Part I	First Grade Curriculum Guide			
	Marking Period 1:	Marking Period 2:	Marking Period 3:	Marking Period 4:
Pacing Guide	<p><b>Unit 1: 43 days</b> Back To School <b>Reading:</b> <b>Unit 1a:</b> Journeys/Senderos Lesson 2 Journeys/Senderos Lesson 3 <b>Unit 1b:</b> Journeys/Senderos Lesson 1 Journeys/Senderos Lesson 4 Journeys/Senderos Lesson 5 <b>Unit 1c:</b> Journeys/Senderos Lesson 6 Journeys/Senderos Lesson 8</p> <p><b>Phonics:</b> English: Review Consonants Review Long/Short Vowels Review Compound Words -ff, -ll, -ss, -zz Syllabication R blends</p> <p>Spanish: S/T C (ca, co, cu)/N M/P B/L/F R (inicial)/RR G (ga, go, gu)/V/D Ch/ Ñ/J C(ce, ci)/G(ge, gi)</p> <p><b>Writing Genre: Narrative</b> <b>Writing Strategies</b> LLG Mini-lesson 1- 10 LLG Mini-lesson 61-70 *May be implemented through modeling and/or shared writing.</p>	<p><b>Unit 2: 43 days</b> <b>Reading:</b> <b>Unit 2a:</b> Journeys/Senderos Lesson 7 Journeys/Senderos Lesson 9 <b>Unit 2b:</b> Journeys/Senderos Lesson 13 Journeys/Senderos Lesson 15 <b>Unit 2c:</b> Journeys/Senderos Lesson 11 Journeys/Senderos Lesson 14</p> <p><b>Phonics:</b> English: R blends- 2 letter R blends- 3 letter Diagraph blends L, S, blends (beginning) W blends T, L blends (ending) Final blends: -ind, -old, -ild, -olt, -ost</p> <p>Spanish: Ll Qu (que, qui)/Gu (gue, gui)/Güe (güe, güi) K/X/W Sílabas cerradas con L, M, N CVC Plurales: -s, -es, -ces Z/H Sílabas cerradas con B, C, D, S, X</p> <p><b>Writing Genre: Informative</b> LLG Mini-lesson 11-30</p> <p><b>Language:</b> Journeys Lessons 7,9,11,13, 14-15</p>	<p><b>Unit 3: 46 days</b> <b>Reading:</b> <b>Unit 3a:</b> Journeys/Senderos Lesson 17 Journeys/Senderos Lesson 20</p> <p><b>Unit 3b:</b> Journeys/Senderos Lesson 16 Journeys/Senderos Lesson 18</p> <p><b>Unit 3c:</b> Journeys/Senderos Lesson 21 Journeys/Senderos Lesson 24</p> <p><b>Phonics:</b> English: ing, ang, ong, ung ink, ank, onk, unk Suffix -ed doubling rule Magic e Magic-e baseword suffixes: ful, less, ly Open-Closed Syllables Ph -ck</p> <p>Spanish: Grupos consonanticos con l: pl, bl, cl, fl, gl Pares de vocales ae, ea, ee, eo, oe, oa Sílabas con r antes de consonantes/N antes de V/M antes de P o B Grupo consonantico con r: cr, pr, tr, br, gr, dr, fr Diptongos ia, ua, ue, üe Diptongos ei, ey, ui, uy, üi</p> <p><b>Writing Genre: Narrative</b> LLG Mini-lesson 31-50</p> <p><b>Language:</b></p>	<p><b>Unit 4: 48 days</b> <b>Reading:</b> <b>Unit 4a:</b> Journeys/Senderos Lesson 22 Journeys/Senderos Lesson 25</p> <p><b>Unit 4b:</b> Journeys/Senderos Lesson 26 Journeys/Senderos Lesson 29</p> <p><b>Unit 4c:</b> Journeys/Senderos Lesson 27 Journeys/Senderos Lesson 30</p> <p><b>Phonics:</b> English: Vowel Team: ea, oa, ai, ee, ay, oe, Soft C Rule/ Soft G Rule, Introduce and Read words with “Bossy R”</p> <p>Spanish: Diptongos io, iu, ie Sufijos -ito, -ita, —ado, -ada Sufijos -oso, -osa Prefijos des-, re- Sufijos -mente, -ido, -ida Palabras base, desistencias verbales y palabras compuestas</p> <p><b>Writing Genre: Opinion</b> LLG Mini-lesson 51-60 LLG Mini-lesson 79-82</p> <p><b>Language:</b> Journeys Lessons 22,25-27, 29-30</p>

	<p><b>Language:</b> Journeys Lessons 1-6, 8</p>		<p>Journeys Lessons 16-18, 20-21, 24</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><a href="https://www.state.nj.us/education/cccs/2016/ela/">https://www.state.nj.us/education/cccs/2016/ela/</a></p> <p style="text-align: center;"><b>Standards</b></p>	<p><b>Unit 1a:</b> <b>Strategy:</b> Summarize</p> <p><b>Reading Skills:</b> RL 1.2 Sequence of Events RL 1.3 Understanding Character RL 1.4 Author’s Word Choice RL1.5 Realistic Fiction RI 1.5 Informational Text</p>	<p><b>Unit 2a:</b> <b>Strategy:</b> Visualize</p> <p><b>Reading Skills:</b> RI 1.1 Details RI 1.5 Text and Graphic Features, Biography, Informational Text RL 1.5 Differences in text types</p>	<p><b>Unit 3a:</b> <b>Strategy:</b> Infer/Predict</p> <p><b>Reading Skills:</b> RL 1.1 Words and Ideas RL 1.2 Cause and Effect, Story Lesson RL 1.3 Understanding Characters RL 1.6 Dialogue RL 1.9 Compare and Contrast RI 1.5 Using Maps</p>	<p><b>Unit 4a:</b> <b>Strategy: Review All</b></p> <p><b>Reading Skills:</b> RL 1.3 Characters RL 1.6 Narrator RI 1.1 Conclusions RI 1.4 Using Context RI 1.5 Headings</p>
	<p><b>Unit 1b:</b> <b>Strategy:</b> Analyze/Evaluate</p> <p><b>Reading Skills:</b> RL1.5 Realistic Fiction, Fantasy RL 1.7 Story Structure RI 1.2 Main Idea RI 1.4 Author’s Word Choice RI 1.5 Text and Graphic Features RI 1.6 Informational Text</p>	<p><b>Unit 2b:</b> <b>Strategy:</b> Infer/Predict</p> <p><b>Reading Skills:</b> RI 1.3 Compare and Contrast, Cause and Effect RI 1.4 Sound Words RI 1.5 Text and Graphic Features RL 1.9 Compare and Contrast</p>	<p><b>Unit 3b:</b> <b>Strategy:</b> Summarize</p> <p><b>Reading Skills:</b> RI 1.2 Main Idea and Details RI 1.3 Conclusions RI 1.5 Biography RI 1.6 Drawing Conclusions RI 1.8 Author’s Purpose RL 1.3 Fairy Tales</p>	<p><b>Unit 4b:</b> <b>Strategy: Review All</b></p> <p><b>Reading Skills</b> RL 1.3 Understanding Character RL 1.4 Figurative Language, Word Choice RL 1.9 Compare and Contrast RI 1.6 Author’s Purpose</p>
	<p><b>Unit 1c:</b> <b>Strategy:</b> Questioning</p> <p><b>Reading Skills:</b> RL 1.2 Story Message, Sequence of Events RL 1.5, Fairy Tales RL 1.6 Narrator RL 1.9 Understanding Characters RI 1.5 Text Features</p>	<p><b>Unit 2c:</b> <b>Strategy:</b> Analyze/Evaluate</p> <p><b>Reading Skills:</b> RL 1.3 Conclusions RL 1.7 Cause and Effect RI 1.2 Details RI 1.8 Authors Purpose</p>	<p><b>Unit 3c:</b> <b>Strategy:</b> Summarize</p> <p><b>Reading Skills:</b> RL 1.2 Sequence of Events RL 1.3 Story Structure RL 1.4 Figurative Language, Repetition RL 1.7 Sequence of Events RI 1.4 Figurative Language RI 1.5 Labels, Captions</p>	<p><b>Unit 4c:</b> <b>Strategy: Review All</b></p> <p><b>Reading Skills:</b> RI 1.2 Main Idea and Details RI 1.4 Using Context RI 1.6 Author’s Purpose RI 1.7 Narrative Fiction RL 1.2 Story Lesson</p>

	<p><b>Unit Phonics:</b>  RF.K.3.a Review Consonants  RF.1.2.a, RF.1.2.c, RF.1.3.d:  Review Long/Short Vowels  RF.1.3 Review Compound Words  RF.1.2, RF.1.3.a: -ff, -ll, -ss, -zz  RF.1.2.b, RF.1.2.c: Syllabication (vccv)</p>	<p><b>Unit Phonics:</b>  RF.1.2.b: <i>R</i> blends 2&amp;3 letters, <i>S,L</i> beginning blends, <i>W</i> blend, <i>T, L</i> ending blends, Final blends  RF.1.2.C, Final blends  RF.1.3.a, Diagraph blends.</p>	<p><b>Unit Phonics:</b>  RF 1.3: ing, ang, ong, ung  RF 1.3: ink, ank, onk, unk  RF 1.3: Suffix –ed doubling rule  RF 1.3c: Magic e  RF1.3c: Magic-e baseword suffixes:  ful, less, ly  RF1.3e: Open-Closed Syllables  RF 1.2a: Ph  RF 1.2c: ck</p>	<p><b>Unit Phonics:</b>  RF 1.3c: Vowel Team: ea, oa, ai, ee, ay, oe,  RF1.2d: Soft C Rule/ Soft G Rule,  RF 1.3d “Bossy R”</p>
	<p><b>Writing Genre: Narrative</b>  W.1.3 Narratives  W.1.5 Add details to strengthen writing.  W.1.6 Produce writing with digital tools.</p>	<p><b>Writing Genre: Informative</b>  W.1.2 Informative/Explanatory  W.1.5 Add details to strengthen writing.  W.1.6 Publish writing with digital tools.  W.1.7 Shared research and writing projects  W.1.8 Recall or gather information from sources to answer a question.</p>	<p><b>Writing Genre: Narrative</b>  W.1.3 Narratives  W.1.5 Add details to strengthen writing.  W.1.6 Produce writing with digital tools.  W.1.8 Recall or gather information from sources to answer a question.</p>	<p><b>Writing Genre: Opinion/Research</b>  W.1.1 Opinion  W.1.5 Add details to strengthen writing.  W.1.6 Produce writing with digital tools.  W.1.7 Shared research and writing projects  W.1.8 Recall or gather information from sources to answer a question.</p>

	<p><b>Language/Grammar:</b></p> <p>L1.1.B Possesives, Nouns  L1.1E Action Verbs, Present Tense  L1.1.F Adjectives  L.1.1.4 Adjectives, Describing Words  L1.1.J Statements  L1.2 B; RF 1.1 Complete Sentences</p>	<p><b>Language/Grammar:</b></p> <p>L1.1.B Proper Nouns  L1.1.C Singular and Plural Nouns  L.1.1E Subject/Verb Agreement; The Verb <i>Be</i>; Using <i>Is, Are, Was</i> and <i>Were</i>,  L1.2.C Commas in a series</p>	<p><b>Language/Grammar:</b></p> <p>L1.1.D Subject Pronouns, Pronouns that name one and more than one; Indefinite Pronouns  L1.1.G Conjunctions  L1.1.I Prepositions and Prepositional Phrases (Where and When)  L.1.1J Questions, What is a Question, Writing Questions; Compund Sentences, Produce and Expand Sentence  L1.2.A Names of Months, Days and Holidays; Commas and Dates</p>	<p><b>Language/Grammar:</b></p> <p>L1.1.D Pronouns I and Me  L1.1.F Adjective that Compare, Adjectives with er and est  L1.1.H What is an Exclamation, Using Determiners  L1.1.J Kinds of Sentences: Statements, Question, Exclamation, Command; Produce and Expand Sentences  L.2.2.C Contractions, with “not” and pronouns</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Benchmark Assessments</b></p>	<p><b>Formative:</b>  Running Records (every 4-6 weeks)  Weekly Spelling Assessments  Orton Gillingham Beginning of the Year Assessment  Anecdotal Records  iRead  Senderos Vocabulario or Fonetica Assessment</p> <p><b>Summative:</b>  Unit 1a- 1c Assessments (<i>given in three parts</i>)  Writing to Narrate Prompt  District Red Word List  Unit 1 Summative Spelling Assessment  Fountas and Pinnell Benchmark Assessment (November)  Senderos Unit 1 Assessment Fonetica</p>	<p><b>Formative:</b>  Running Records (every 4-6 weeks)  Weekly Spelling Assessments  Orton Gillingham Middle of the Year Assessment  iRead  Senderos Vocabulario or Fonetica Assessment</p> <p><b>Summative:</b>  Unit 2a-2c Assessment (<i>given in three parts</i>)  Writing to Inform Prompts  District Red Word List  Unit 2 Summative Spelling Assessment  Senderos Unit 3 Assessment Fonetica</p>	<p><b>Formative:</b>  Running Records (every 4-6 weeks)  Weekly Spelling Assessments  Orton Gillingham Middle of the Year Assessment  iRead  Senderos Vocabulario or Fonetica Assessment</p> <p><b>Summative:</b>  Unit 3a- 3c Assessments (<i>given in three parts</i>)  Writing to Narrate Prompt  Revise and Edit Benchmark  District Red Word List  Unit 3 Summative Spelling Assessment  Senderos Unit 4 Assessment Fonetica</p>	<p><b>Formative:</b>  Running Records (every 4-6 weeks)  Weekly Spelling Assessments  Orton Gillingham End of the Year Assessment  iRead  Senderos Vocabulario or Fonetica Assessment</p> <p><b>Summative:</b>  Unit 4a-4c Assessments (<i>given in three parts</i>)  Writing Opinion Prompt  Revise and Edit Benchmark  District Red Word List  Unit 4 Summative Spelling Assessment  Senderos Unit 5 Assessment Fonetica</p> <p><b>Portfolio Assessments:</b>  Fountas and Pinnell Benchamrk Assessment (June)  End of Year Writing Prompt (portfolio)  Orton Gillingham End of Year Assessment</p>

<p style="text-align: center;"><b>District Required Resources</b></p>	<p><i>From Journey's Literature:</i>  Reader's Notebook  Teacher's Edition  Student Book  Go Digital: <a href="http://www.thinkcentral.com">www.thinkcentral.com</a>  MyWriteSmart  Grammar Snap Videos  Leveled Readers Online  Common Core Writing Handbook  Write-In Reader  Short Reads  Graphic Organizers  Vocabulary Context Cards  Grab and Go Kit  Language and Literacy Guide</p>	<p><i>From Journey's Literature:</i>  Reader's Notebook  Teacher's Edition  Student Book  Go Digital: <a href="http://www.thinkcentral.com">www.thinkcentral.com</a>  MyWriteSmart  Grammar Snap Videos  Leveled Readers Online  Common Core Writing Handbook  Write-In Reader  Short Reads  Graphic Organizers  Vocabulary Context Cards  Grab and Go Kit  Language and Literacy Guide</p>	<p><i>From Journey's Literature:</i>  Reader's Notebook  Teacher's Edition  Student Book  Go Digital: <a href="http://www.thinkcentral.com">www.thinkcentral.com</a>  MyWriteSmart  Grammar Snap Videos  Leveled Readers Online  Common Core Writing Handbook  Write-In Reader  Short Reads  Graphic Organizers  Vocabulary Context Cards  Grab and Go Kit  Language and Literacy Guide</p>	<p><i>From Journey's Literature:</i>  Reader's Notebook  Teacher's Edition  Student Book  Go Digital: <a href="http://www.thinkcentral.com">www.thinkcentral.com</a>  MyWriteSmart  Grammar Snap Videos  Leveled Readers Online  Common Core Writing Handbook  Write-In Reader  Short Reads  Graphic Organizers  Vocabulary Context Cards  Grab and Go Kit  Language and Literacy Guide</p>
<p style="text-align: center;"><b>Modification/Accommodations</b></p>	<ul style="list-style-type: none"> <li>• <b>Modifications</b> alter the curriculum and are provided as per a student's Individualized Education Plan (IEP).</li> <li>• <b>Accommodations</b> assist students in achieving success with the same curriculum and may be provided to any student. <ul style="list-style-type: none"> <li>• Accommodations for LAL may include, but are not limited to the following:</li> </ul> </li> <li>• Reading- Audio books, Reduce the amount of written text displayed at one time, Increase the font size of written text, Provide outline for lesson, Use visual representation of material <ul style="list-style-type: none"> <li>• Writing- Use audio voice recorder, Use wide-lined paper, Provide word processor/spell check, Allow dictation <ul style="list-style-type: none"> <li>• Classroom Procedures- Allow responses in spoken form, Provide additional time, Provide choice seating</li> </ul> </li> </ul> </li> <li>• Additional accommodations may be found in the Pre-Invention Referral Manual (PRIM) available at each school. <ul style="list-style-type: none"> <li>• Embedded within each unit are the following sections to assist with providing differentiated instruction:</li> </ul> </li> <li>• "Resources" provide options to differentiate instruction for all levels (Struggling Readers, On Level, Advanced and English Language Learners).</li> <li>• "Content and Language Objectives" provides information to support English Language Learners based on the WIDA Can-Do Descriptors.</li> </ul>			

<b>21<sup>st</sup> Century Themes</b>	<ul style="list-style-type: none"> <li>➤ Global Awareness- Lessons 17, 25</li> <li>➤ Financial, Economic, Business and Entrepreneurial Literacy- Lessons 27, 30</li> <li>➤ Civic Literacy- Lessons 4, 14</li> <li>➤ Health Literacy- Lesson 20</li> <li>➤ Environmental- Lessons 11, 13</li> </ul>
<b>Required 21<sup>st</sup> Century Life and Careers Standards</b>	
<p><b>Career Ready Practices</b></p> <p>CRP2. Apply appropriate academic and technical skills. (Units 1-4)</p> <p>CRP4. Communicate clearly and effectively and with reason. (Units 1-4)</p> <p>CRP6. Demonstrate creativity and innovation. (Unit 4)</p> <p>CRP7. Employ valid and reliable research strategies. (Unit 4)</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. (Units 3-4)</p> <p>CRP11. Use technology to enhance productivity. (Units 1-4)</p>	
<b>Interdisciplinary Connections</b>	
<p>Curriculum Unit 1: Social Studies: Lesson 1: Friendship, NJSLS 6.1.4.A.1; Science: Lesson 2, Weather, 1-PS4-1</p> <p>Curriculum Unit 2: Social Studies: Lesson 14: Laws, NJSLS 6.1.4.A3</p> <p>Curriculum Unit 3: Social Studies: Lesson 18: Agriculture, NJSLS 6.1.4.C3; Science: Lesson 7, Animal Behavior, 1-LS1-1</p> <p>Curriculum Unit 4: Science: Lesson 22: Animals, NJSLS 1-LS1-1</p>	
<b>Technology Integration</b>	
<p>Use of adaptive learning software (iRead) to meet the following standards:</p> <p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>8.1.P.A.1 Use an input device to select an item and navigate the screen</p>	