

Part I	First Grade Curriculum Guide			
	Marking Period 1:	Marking Period 2:	Marking Period 3:	Marking Period 4:
Pacing Guide	<p>Unit 1: 43 days Back To School Reading: Unit 1a: Journeys/Senderos Lesson 2 Journeys/Senderos Lesson 3 Unit 1b: Journeys/Senderos Lesson 1 Journeys/Senderos Lesson 4 Journeys/Senderos Lesson 5 Unit 1c: Journeys/Senderos Lesson 6 Journeys/Senderos Lesson 8</p> <p>Phonics: 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>Writing Genre: Narrative Writing Strategies LLG Mini-lesson 1- 10 LLG Mini-lesson 61-70 *May be implemented through modeling and/or shared writing.</p>	<p>Unit 2: 43 days Reading: Unit 2a: Journeys/Senderos Lesson 7 Journeys/Senderos Lesson 9 Unit 2b: Journeys/Senderos Lesson 13 Journeys/Senderos Lesson 15 Unit 2c: Journeys/Senderos Lesson 11 Journeys/Senderos Lesson 14</p> <p>Phonics: 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>Writing Genre: Informative LLG Mini-lesson 11-30</p> <p>Language: Journeys Lessons 7,9,11,13, 14-15</p>	<p>Unit 3: 46 days Reading: Unit 3a: Journeys/Senderos Lesson 17 Journeys/Senderos Lesson 20</p> <p>Unit 3b: Journeys/Senderos Lesson 16 Journeys/Senderos Lesson 18</p> <p>Unit 3c: Journeys/Senderos Lesson 21 Journeys/Senderos Lesson 24</p> <p>Phonics: 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>Writing Genre: Narrative LLG Mini-lesson 31-50</p> <p>Language:</p>	<p>Unit 4: 48 days Reading: Unit 4a: Journeys/Senderos Lesson 22 Journeys/Senderos Lesson 25</p> <p>Unit 4b: Journeys/Senderos Lesson 26 Journeys/Senderos Lesson 29</p> <p>Unit 4c: Journeys/Senderos Lesson 27 Journeys/Senderos Lesson 30</p> <p>Phonics: 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>Writing Genre: Opinion LLG Mini-lesson 51-60 LLG Mini-lesson 79-82</p> <p>Language: Journeys Lessons 22,25-27, 29-30</p>

	<p>Language: Journeys Lessons 1-6, 8</p>		<p>Journeys Lessons 16-18, 20-21, 24</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">https://www.state.nj.us/education/cccs/2016/ela/</p> <p style="text-align: center;">Standards</p>	<p>Unit 1a: Strategy: Summarize</p> <p>Reading Skills: 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>Unit 2a: Strategy: Visualize</p> <p>Reading Skills: RI 1.1 Details RI 1.5 Text and Graphic Features, Biography, Informational Text RL 1.5 Differences in text types</p>	<p>Unit 3a: Strategy: Infer/Predict</p> <p>Reading Skills: 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>Unit 4a: Strategy: Review All</p> <p>Reading Skills: RL 1.3 Characters RL 1.6 Narrator RI 1.1 Conclusions RI 1.4 Using Context RI 1.5 Headings</p>
	<p>Unit 1b: Strategy: Analyze/Evaluate</p> <p>Reading Skills: 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>Unit 2b: Strategy: Infer/Predict</p> <p>Reading Skills: 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>Unit 3b: Strategy: Summarize</p> <p>Reading Skills: 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>Unit 4b: Strategy: Review All</p> <p>Reading Skills 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>Unit 1c: Strategy: Questioning</p> <p>Reading Skills: 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>Unit 2c: Strategy: Analyze/Evaluate</p> <p>Reading Skills: RL 1.3 Conclusions RL 1.7 Cause and Effect RI 1.2 Details RI 1.8 Authors Purpose</p>	<p>Unit 3c: Strategy: Summarize</p> <p>Reading Skills: 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>Unit 4c: Strategy: Review All</p> <p>Reading Skills: 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>Unit Phonics: 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>Unit Phonics: RF.1.2.b: <i>R</i> blends 2&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>Unit Phonics: 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>Unit Phonics: 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>Writing Genre: Narrative W.1.3 Narratives W.1.5 Add details to strengthen writing. W.1.6 Produce writing with digital tools.</p>	<p>Writing Genre: Informative 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>Writing Genre: Narrative 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>Writing Genre: Opinion/Research 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>Language/Grammar:</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>Language/Grammar:</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>Language/Grammar:</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>Language/Grammar:</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>Benchmark Assessments</p>	<p>Formative: 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>Summative: 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>Formative: Running Records (every 4-6 weeks) Weekly Spelling Assessments Orton Gillingham Middle of the Year Assessment iRead Senderos Vocabulario or Fonetica Assessment</p> <p>Summative: 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>Formative: Running Records (every 4-6 weeks) Weekly Spelling Assessments Orton Gillingham Middle of the Year Assessment iRead Senderos Vocabulario or Fonetica Assessment</p> <p>Summative: 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>Formative: Running Records (every 4-6 weeks) Weekly Spelling Assessments Orton Gillingham End of the Year Assessment iRead Senderos Vocabulario or Fonetica Assessment</p> <p>Summative: 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>Portfolio Assessments: Fountas and Pinnell Benchamrk Assessment (June) End of Year Writing Prompt (portfolio) Orton Gillingham End of Year Assessment</p>

<p style="text-align: center;">District Required Resources</p>	<p><i>From Journey's Literature:</i> Reader's Notebook Teacher's Edition Student Book Go Digital: www.thinkcentral.com 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: www.thinkcentral.com 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: www.thinkcentral.com 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: www.thinkcentral.com 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;">Modification/Accommodations</p>	<ul style="list-style-type: none"> • Modifications alter the curriculum and are provided as per a student's Individualized Education Plan (IEP). • Accommodations assist students in achieving success with the same curriculum and may be provided to any student. <ul style="list-style-type: none"> • Accommodations for LAL may include, but are not limited to the following: • 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"> • Writing- Use audio voice recorder, Use wide-lined paper, Provide word processor/spell check, Allow dictation <ul style="list-style-type: none"> • Classroom Procedures- Allow responses in spoken form, Provide additional time, Provide choice seating • Additional accommodations may be found in the Pre-Invention Referral Manual (PRIM) available at each school. <ul style="list-style-type: none"> • Embedded within each unit are the following sections to assist with providing differentiated instruction: • "Resources" provide options to differentiate instruction for all levels (Struggling Readers, On Level, Advanced and English Language Learners). • "Content and Language Objectives" provides information to support English Language Learners based on the WIDA Can-Do Descriptors. 			

21st Century Themes	<ul style="list-style-type: none"> ➤ Global Awareness- Lessons 17, 25 ➤ Financial, Economic, Business and Entrepreneurial Literacy- Lessons 27, 30 ➤ Civic Literacy- Lessons 4, 14 ➤ Health Literacy- Lesson 20 ➤ Environmental- Lessons 11, 13
Required 21st Century Life and Careers Standards	
<p>Career Ready Practices</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>	
Interdisciplinary Connections	
<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>	
Technology Integration	
<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>	