



SOARING HEIGHTS
CHARTER SCHOOL
DEVELOPING CHARACTER • BUILDING COMMUNITY • GROWING LEADERS

Updated: August 2024

First Grade - ELA Curriculum

My View Literacy - Savvas

Unit 1 - My Neighborhood

The Blackout

Garden Party

Henry on Wheels

Look Both Ways!

Making a Map

STANDARDS

L.RF.1.1

L.RF.1.2

L.RF.1.3

L.RF.1.4

L.RF.1.5

L.RF.1.6

RI.CR.1.1

RI.CI.1.2

RI.MF.1.5

RI.PP.1.5

RI.IT.1.3

RI.TS.1.4

RL.IT.1.3

RL.MF.1.6

RL.PP.1.5

RL.TS.1.4

L.WF.1.2

L.WF.1.3

L.KL.1.1

W.AW.1.1

W.IS.1.2

W.WP.1.4

W.SW.1.5

W.SE.1.6

W.RW.1.7

Objectives:

- Demonstrate phonological awareness.
- Demonstrate and apply phonetic knowledge.

- Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.
- Decode words in isolation and in context by applying common letter sound correspondences.
- Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- Recognize the change in spoken word when a specified phoneme is added, changed, or removed.
- Decode words in isolation and in context by applying common letter-sound correspondences.
- Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.
- Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.
- Read high-frequency grade-level words with automaticity.
- Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- Spell high-frequency words.
- Recognize and read grade-appropriate irregularly spelled words.
- Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.
- Decode words in isolation and in context by applying common letter sound correspondences of all consonants.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Generate questions for formal and informal inquiry with adult assistance.
- Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
- Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.
- Ask and answer questions key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about key details in a text in order to clear up confusion about topics and texts under discussion.
- Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical and diverse texts.
- Describe the main characters and reasons for their actions.
- Describe characters, settings, and major events in a story, using key details.

- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Respond using newly acquired vocabulary as appropriate.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Identify and read common high frequency words.
- Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
- Describe characters, settings, and major events in a story, using key details.
- Make connections to personal experiences, ideas, in other texts and society, with adult assistance.
- Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
- Use text evidence to support an appropriate response.
- Interact with sources in meaningful ways such as illustrating or writing.
- Respond using newly acquired vocabulary as appropriate.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
- Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
- Write brief comments on literary or informational texts.
- Use text evidence to support an appropriate response.
- Recognize characteristics and structure of informational texts.
- Recognize differences between stories and informational texts.
- Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
- Identify and gather relevant sources and information to answer questions with adult assistance.
- Identify the information that different parts of a book provide.
- Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.
- Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Establish purpose for reading assigned and self-selected texts with adult assistance.
- Demonstrate understanding of information gathered with adult assistance.
- With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

Activities:

1. **Make a List:** Have children close their eyes and think about the places they visit in the community, such as school, the library, post office, doctor's office, or store. Have them make a list of people they meet at these places and write a thank-you note to one of these people.
2. **Caring Communities:** Recall how the people in *The Blackout* helped take care of one another during the storm.. Ask children about ways people take care of their communities and the people in them. Write about how they might take care of something or someone. Children may also draw a picture to accompany their writing. Share with the class.

Gifted and Talented

1. **People in My Neighborhood:** Choose a worker in the neighborhood. Write two questions for research about the neighborhood worker. Read articles about neighborhoods and the people who work there. Write an informational text about the neighborhood worker. Share.
2. **Make Your Own Compass:** Students will need a small dish of water, a sewing needle, waxed paper/or foam, a paper plate, and a bar magnet. Students will label the plate with North, South, East and West. Rub a sewing needle along the north side of the magnet several times. Turn the needle around and repeat the process using the opposite side of the magnet. Have an adult thread the needle through the wax paper or foam. Place the needle on top of the water and watch as it points Northward.

Unit 2 - I Spy

Bigger Shoes for the Big Race

How Do Baby Animals Grow and Change?

The Life Cycle of a Sunflower

The Long Sleep and Changes

The Life Cycle of the Frog

STANDARDS

RI.CR.1.1

RI.CI.1.2

RI.CR.1.3

RI.CR.1.4

L.RF.1.1

L.RF.1.2

L.RF.1.3

L.RF.1.4

RL.CR.1. 1

RL.CI.1.2	RI.CT.1.8	L.WF.1.2
RL.IT.1.3	SL.PE.1.1	L.WF.1.3
RL.TS.1.4	SL.II.1.2	L.KL.1.1
RL.MF.1.6	SL.ES.1.3	L.VL.1.2
RI.IT.1.3	SL.PI.1.4	L.VI.1.3
RI.PP.1.5	SL.UM.1.5	W.IW.1.1
RI.MF.1.6	SL.AS.1.6	W.WP.1.4
RI.AA.1.7	L.WF.1.1	W.WR.1.7

Objectives:

- Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
- Decode words with initial and final consonant blends, digraphs, and trigraphs.
- Identify and read common high-frequency words.
- Interact with sources in meaningful ways such as illustrating or writing.
- Listen actively and ask questions to understand information and answer questions using multi-word responses.
- Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level texts.
- Recognize characteristics and structures of informational texts.
- Ask and answer questions about key details in a text read aloud.
- Use words and phrases, such as conjunctions, to signal simple relationships.
- Identify the main topic and retell key details of a text.
- Recognize characteristics and structures of informational texts, including features and simple graphics to locate or gain information.
- Respond using newly acquired vocabulary as appropriate.
- Demonstrate understanding of word relationships and nuances in meanings.
- Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
- Ask and answer questions to help determine or clarify the meaning or words or phrases in a text.
- Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
- Use text evidence to support an appropriate response.
- Interact with sources in meaningful ways such as illustrating or writing.
- Recognize characteristics and structures of informational texts, including the central idea and supporting evidence with adult assistance.
- Discuss how the author uses words that help the reader visualize.
- Decode words in isolation and in context by applying common letter sound correspondences.
- Evaluate details to determine what is most important with adult assistance.

- Recognize the change in spoken word when a specified phoneme is added, changed, or removed.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions.
- Produce a series of rhyming words.
- Demonstrate and apply phonetic knowledge.
- Identify and compare parts of plants.
- Establish purpose for reading assigned and self-selected texts with adult assistance.
- Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.
- Distinguish word nuances and shades of meaning among verbs differing in manner.
- Decode words with inflectional endings, including -ed, -s, and -es.
- Identify the meaning of words with affixes -s, -ed, and ing.
- Discuss how the use of text structure contributes to the author's purpose.
- Identify and use words that name actions, directions, positions, sequences, categories, and locations.
- Make inferences and use evidence to support understanding with adult assistance.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something.
- Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.
- Compare ways that young animals resemble their parents.
- Recognize characteristics and structures of informational text.
- Discuss the author's purpose for writing text.
- Make connections to personal experiences, ideas in other texts, and society with adult assistance.
- Identify the reasons an author gives to support points in a text.
- Discuss how the use of text structure contributes to the author's purpose.
- Ask and answer questions about key details in a text.
- Write brief comments on literary or informational texts.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.
- With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- Compare and contrast the adventures and experiences of characters in stories.
- Identify words and phrases that suggest feelings or appeal to the senses.
- Synthesize information to create new understanding with adult assistance.
- Manipulate phonemes within base words.

- Know final -e and common vowel team conventions for representing long vowel sounds.
- Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Discuss elements of drama such as characters and setting.
- Explain the difference between books that tell stories and books that give information.
- Demonstrate print awareness by identifying the information that different parts of a book provide.
- Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.
- Use a resource such as a picture dictionary or digital resource to find words.
- Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity.
- Use critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts.
- Decode words with closed syllables; open syllables; VCe syllables; vowel teams; including vowel digraphs and diphthongs; and r-controlled syllables.
- Use frequency occurring conjunctions (e.g., and, but, or, so, because).
- Distinguish between long and short vowel sounds in one-syllable words.
- Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure.
- Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.
- Spell words with initial and final consonant blends, digraphs, and trigraphs.
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Edit drafts using standard English conventions, including complete sentences with subject-verb agreement when appropriate to task and situation.
- Recognize characteristics of informational text, including the central idea and supporting evidence with adult assistance.
- Plan a first draft by generating ideas for writing such as drawing and brainstorming.
- Write informative texts that name a topic, supply facts about the topic, and provide closure.
- Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.
- Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
- Alphabetize a series of words to the first or second letter and use a dictionary to find words.
- Develop drafts in oral, pictorial, or written form by organizing with structure.
- Revise drafts by adding details in pictures or words.


- Capitalize dates and names of people.
- Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.
- Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use singular and plural nouns with matching verbs in sentences.
- Edit drafts using standard English conventions.
- Use commas in dates and to separate single words in a series.
- Publish and share writing.
- Identify characteristics of opinion writing.
- Answer questions about important details in a text.
- Retell important details in opinion text.
- Plan an opinion piece by selecting a topic and opinion.
- Listen actively, ask questions, and provide useful feedback.
- Plan the elements for writing an opinion piece.
- Select and introduce a topic for an opinion piece.
- Identify and state an opinion.
- State an opinion clearly when writing an opinion piece.
- Identify and supply a reason that supports an opinion.
- Supply reasons that support an opinion within an opinion piece.
- Identify the elements of opinion writing.
- Develop drafts of opinion books in oral, pictorial, and written form by organizing ideas.
- Draft an introduction to an opinion book.
- Identify the topic and opinion in an opinion book.
- Accept and provide feedback to strengthen writing.
- Identify the conclusion in opinion writing.
- Identify that sentences begin with initial capitalization. Capitalize the pronoun I.
- Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I.”
- Identify and use conjunctions correctly in speaking and writing.
- Use commas to separate words in a series.
- Edit drafts with adult assistance using standard English conventions, including using commas to separate words in a series.
- Identify and use the conjunctions *and* and *because* correctly in speaking and writing.
- Edit writing for proper use of conjunctions.
- Edit drafts with adult assistance using standard English conventions, including usage of commas.
- Publish and share writing.

- Publish and share opinion books.
- Compose opinion books in which they introduce the topic and opinion, supply reasons that support the opinion, and provide a conclusion.

Activities:

1. **Growing Me:** Ask children to think about how they have changed since they began first grade. Make a picture showing one way they have changed. Write at least one sentence about their picture.
2. **Animal Help:** Read a short text titled “Animals in Zoos.” Make a list of ways he/she can help animals by learning about their habitats and foods they eat.

Animals in Zoos



Most animals can live safely in the wild. Some animals cannot, though. These animals need help. Zoos can help these animals.

The red wolf is one animal that needs help. People hunted these animals until not many were left in the wild. Today some red wolves are born in zoos. They are given a home and food. The wolves grow up to be strong. Then the zoos release the wolves into the wild. This helps to have more red wolves in the wild.

Frogs and birds also get help from zoos. Zoos give the animals a place to live. These places are made to be like the animals' homes in the wild.

At zoos, people can learn what animals need to live. People can learn about habitats. Habitats are animal homes. Also, people can learn what foods animals need to eat. Then people can do their part to help animals.

You see animals when you go to the zoo. But that is not all you can do at the zoo. You can also learn about animals that need help.

Gifted and Talented:

1. **Animal Life Cycles:** Have students choose an animal to research. Create a timeline using illustrations they have drawn or photos they have found on the internet showing how their animals grow and change throughout its life cycle. Compare and contrast their animals with friends.
2. ***It's All in the Genes:*** Take a photograph of his/her face and enlarge it to compare to photos of parents and/or grandparents. Identify which person he/she inherited different traits from. Include hair color and type, eye shape and color, nose, ears, mouth and any other distinguishing features.

Unit 3 - Imagine That

The Ant and the Grasshopper

The Clever Monkey

Poetry Collection

The Cow and the Tiger

Thumbs Up for Art and Music!

STANDARDS

RI.CR.1.1	RL.TS.1.4	SL.AS.1.6
RI.CI.1.2	RL.MF.1.6	L.WF.1.1
RI.CR.1.3	RI.IT.1.3	L.WF.1.2
RI.CR.1.4	RI.PP.1.5	L.WF.1.3
L.RF.1.1	RI.MF.1.6	L.KL.1.1
L.RF.1.2	RI.AA.1.7	L.VL.1.2
L.RF.1.3	RI.CT.1.8	L.VI.1.3
L.RF.1.4	SL.PE.1.1	W.IW.1.1
RL.CR.1.1	SL.II.1.2	W.WP.1.4
RL.CI.1.2	SL.ES.1.3	W.WR.1.7
RL.IT.1.3	SL.PI.1.4	
	SL.UM.1.5	

Objectives

- Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.
- Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.
- Decode words with closed syllables; open syllables; VCe syllables; and r-controlled syllables.
- Identify and read common high-frequency words.
- Interact with sources in meaningful ways such as illustrating or writing.
- Recognize characteristics of multimedia and digital texts.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level texts.
- Explain differences between books that tell stories and books that give information.
- Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.
- Respond using newly acquired vocabulary as appropriate.
- Decode words with initial and final consonant blends, digraphs, and trigraphs.
- Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.

- Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.
- Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
- Interact with sources in meaningful ways such as illustrating or writing.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Describe characters, settings, and major events in a story using key details.
- Identify who is telling the story at various points in a text.
- Use knowledge of base words to decode common compound words and contractions.
- Decode words in isolation and in context by applying common letter- sound correspondences.
- Use text evidence to support an appropriate response.
- Manipulation phonemes within base words.
- Decode words with closed syllables; open syllables; VCe syllables; vowel teams; including vowel digraphs and diphthongs; and r-controlled syllables.
- Recognize the change in spoken word when a specified phoneme is added, changed, or removed.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Listen actively and ask questions to understand information and answer questions using multi-word responses.
- Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.
- Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.
- Demonstrate understanding of word relationships and nuances in meanings.
- Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
- Demonstrate phonological awareness.
- Discuss the author’s purpose for writing text.
- Discuss how the author uses words that help the reader visualize.
- Make connections to personal experiences, ideas in other texts, and society with adult assistance.
- Distinguish between long and short vowel sounds in one- syllable words.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Retell texts in ways that maintain meaning.
- Discuss rhyme, rhythm, and repetition, and alliteration in a variety of poems.
- Identify the meaning of words with the affixes -s, -ed, and -ing.
- Decode words with inflectional endings, including -ed, -s, and -es.
- Decode words with closed syllables; open syllables; VCe syllables; and vowel teams.
- Demonstrate print awareness by identifying the information that different parts of a book provide.

- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Identify words and phrases that suggest feelings or appeal to the senses.
- Create mental images to deepen understanding with adult assistance.
- Manipulate phonemes within base words.
- Know and apply grade-level phonics and words analysis skills in decoding words.
- Write brief comments on literary or informational texts.
- Demonstrate understanding of spoken word, syllables, and sounds (phonemes).
- Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.
- Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.
- Identify the reasons an author gives to support points in a text.
- Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
- 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.
- Dictate or compose literary texts, including personal narratives and poetry.
- Edit drafts using standard English conventions.
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Edit drafts using standard English conventions, including common, proper, and possessive nouns.
- Discuss how the use of text structure contributes to the author's purpose.
- Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.
- Plan a first draft by generating ideas for writing such as drawing and brainstorming.
- Spell words with initial and final consonant blends, digraphs, and trigraphs.
- Edit drafts using standard English conventions, including subjective, possessive, objective, and indefinite pronouns.
- Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.
- Alphabetize a series of words to the first or second letter and use a dictionary to find words.

- Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun “I.”
- Edit drafts using standard English conventions, including adverbs that convey time.
- Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.
- Spell words using sound-spelling patterns.
- Capitalize dates and names of people.
- Publish and share writing.
- Identify characteristics of opinion writing.
- Answer questions about important details in a text.
- Retell the important details in opinion texts.
- Plan an opinion piece by selecting a topic and opinion.
- Listen actively, ask questions, and provide useful feedback.
- Plan the elements for writing an opinion piece.
- Select and introduce a topic for an opinion piece.
- Identify and state an opinion.
- State an opinion clearly when writing an opinion piece.
- Identify and supply a reason that supports an opinion.
- Supply reasons that support an opinion within an opinion piece.
- Identify the elements of opinion writing.
- Develop drafts of opinion books in oral, pictorial, and written form by organizing ideas.
- Draft an introduction to an opinion book.
- Identify the topic and opinion in an opinion book.
- Accept and provide feedback to strengthen writing.
- Identify the conclusion in opinion writing.
- Draft a conclusion to an opinion book.
- Identify that sentences begin with initial capitalization. Capitalize the pronoun *I*.
- Identify and use conjunctions correctly in speaking and writing.
- Use commas to separate words in a series.
- Edit drafts with adult assistance using standard English conventions, including using commas to separate words in a series.
- Identify and use the conjunctions *and* and *because* correctly in speaking and writing.
- Edit writing for proper use of conjunctions.
- Edit drafts with adult assistance using standard English conventions, including usage of commas.
- Publish and share opinion books.
- Compose opinion books in which they introduce the topic and opinion, supply reasons that support the opinion, and provide a conclusion.

Activities:

1. **Puppet Show:** Have students create puppets using various materials for one of the fables they have read. Prepare a skit to retell the story using puppets.
2. **Art and Music:** Make a list of reasons why he/she likes Art and Music. Compare with a neighbor and create a new list. Compile the list into a class chart.

Gifted and Talented:

1. **Poetry Recall:** Write a six line poem to retell the story of one of the fables in this unit. Be sure to include the moral as one of the lines.
2. **Compare and Contrast:** Choose a fable to compare as a book and a short film. Create a venn diagram showing the similarities and differences. Write a review telling which version he/she preferred and why. Share.

Unit 4 - Making History

Before the Railroad Came

Through Georgia's Eyes

Eleanor Roosevelt

Jackie Robinson

The Story of Our Flag

STANDARDS

RI.CR.1.1	RL.TS.1.4	SL.AS.1.6
RI.CI.1.2	RL.MF.1.6	L.WF.1.1
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L.RF.1.2	RI.AA.1.7	L.VL.1.2
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L.RF.1.4	SL.PE.1.1	W.IW.1.3
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RL.CI.1.2	SL.ES.1.3	W.WR.1.7
RL.IT.1.3	SL.PI.1.4	
	SL.UM.1.5	

Objectives:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.
- Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.
- Decode words with closed syllables; open syllables; VCe syllables; and r-controlled syllables.
- Identify and read common high-frequency words.
- Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.
- Interact with sources in meaningful ways such as illustrating or writing.
- Listen actively and ask questions to understand information and answer questions using multi-word responses.
- Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level texts.
- Recognize and explain characteristics and structures of informational text.
- Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance.
- Respond using newly acquired vocabulary as appropriate.
- Sort words into categories to gain a sense of the concepts the categories represent.
- Demonstrate print awareness by identifying the information that different parts of the book provide.
- Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
- Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.
- Make connections to personal experiences, ideas in other texts, and society with adult assistance.
- Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
- Use text evidence to support an appropriate response.
- Demonstrate phonological awareness.
- Decode words with inflectional endings, including -ed, -s and -es.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Discuss how the author uses words that help the reader visualize.
- Recognize the change in spoken word when a specified phoneme is added, changed, or removed.
- Use knowledge of base words to decode common compound words and contractions.

- Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
- Retell texts in ways that maintain meaning.
- Recognize characteristics of multimedia and digital texts.
- Demonstrate understanding of the organization and basic features of print.
- Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.
- Synthesize information to create new understanding with adult assistance.
- Write brief comments on literary or informational texts.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Respond to the comments of others through multiple exchanges.
- Explain differences between books that tell stories and books that give information.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Decode words with initial and final consonant blends, digraphs, and trigraphs.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Identify who is telling the story at various points in a text.
- Compare and contrast the adventures and experiences of characters in stories.
- Recognize characteristics of informational text, including the central idea and supporting evidence with adult assistance.
- Recognize structures of informational text, including features and simple graphics to locate or gain information.
- Evaluate details to determine what is most important with adult assistance.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Describe personal connections to a variety of sources.
- Use words or phrases, such as conjunctions, to signal simple relationships.
- Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- Establish purpose for reading assigned and self-selected texts with adult assistance.
- Recognize and read grade-appropriate irregularly spelled words.
- Ask and answer questions about key details in a text.
- Distinguish between long and short vowel sounds in one-syllable words.
- Write narratives that recount two or more appropriate sequential events, include details regarding what happened, use temporal words to signal event order, and provide closure.
- Edit drafts using standard English conventions, including capitalization for the beginning of sentences and the pronoun "I."
- Capitalize dates and names of people.
- Alphabetize a series of words to the first or second letter and use a dictionary to find words.

- Identify and use words that name actions, directions, positions, sequences, categories, and locations.
- Edit drafts using standard English conventions, including past and present verb tense.
- Plan a first draft by generating ideas for writing such as drawing and brainstorming.
- Spell words using sound-spelling patterns.
- Sort words into categories to gain a sense of the concepts the categories represent.
- Edit drafts using standard English conventions, including past and present verb tense.
- Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.
- Distinguish shades of meaning among verbs differing in manner.
- Revise drafts by adding details in pictures or words.
- Develop drafts in oral, pictorial, or written form by organizing with structure.
- Edit drafts using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
- Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.
- Edit drafts using standard English conventions, including adjectives, including articles.
- Use frequently occurring conjunctions.
- Produce and expand complete simple and compound declarative, interrogative, imperative, and explanatory sentences in response to prompts.
- Publish and share writing.
- Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.
- Identify characteristics of opinion writing.
- Retell the important details in opinion texts.
- Plan an opinion piece by selecting a topic and opinion.
- Listen actively, ask questions, and provide useful feedback.
- Plan the elements for writing an opinion piece.
- Select and introduce a topic for an opinion piece.
- Identify and state an opinion.
- State an opinion clearly when writing an opinion piece.
- Identify and supply a reason that supports an opinion.
- Supply reasons that support as opinion within an opinion piece.
- Identify the elements of an opinion writing.
- Develop drafts of opinion books in oral, pictorial, and written form by organizing ideas.
- Draft an introduction to an opinion book.
- Identify the topic and opinion in an opinion book.
- Accept and provide feedback to strengthen writing.
- Identify the conclusion in opinion writing.
- Draft the conclusion to an opinion book.

- Identify that sentences begin with initial capitalization. Capitalize the pronoun I.
- Identify and use conjunctions correctly in speaking and writing.
- Use commas to separate words in a series.
- Identify and use the conjunctions and and because correctly in speaking and writing.
- Edit writing for proper use of conjunctions.
- Edit drafts with adult assistance using standard English conventions, including usage of commas.
- Publish and share writing.
- Publish and share opinion books.
- Compose opinion books in which they introduce the topic and opinion, supply reasons that support the opinion, and provide a conclusion.

Activities:

1. **Flags Over Time:** Have children recall the ways that the US flag has changed. Discuss reasons why it has changed over the years. Ask students to draw and write how the flag would change if a new state was added to the U.S.
2. **Amazing Inventions:** Display the following sentence frames:
 - This invention helps us _____.
 - We use this invention instead of _____.
 - This invention would be even better if it _____.

Have children pick an invention such as the car or the radio. Have them tell about their invention by completing the sentence frames. Encourage them to draw a picture of their invention.

Gifted and Talented:

1. **Art Show Ad:** Recall the story *Through Georgia's Eyes*. Create a poster persuading people to attend an art show. Have them illustrate their posters and write reasons why people should come to the show. Remind children to include the date, time, and location of the art show on their posters.
2. **My Family Tree:** Have children write and illustrate a family album. Have individuals create a family photo album by stapling together a few sheets of paper. Draw a picture of a family member on each page. Then ask students to write a description of each family member. Children can present their family albums to the group by reading each description and sharing the illustrations.

Unit 5 - Beyond My World

Every Season

In Spring

My Autumn Book

Signs of Winter

Seasons Around the World

STANDARDS

RI.CR.1.1	RL.MF.1.6	SL.AS.1.6
RI.CI.1.2	RI.IT.1.3	L.WF.1.1
RI.CR.1.3	RI.PP.1.5	L.WF.1.2
RI.CR.1.4	RI.MF.1.6	L.WF.1.3
L.RF.1.1	RI.AA.1.7	L.KL.1.1
L.RF.1.2	RI.CT.1.8	L.VL.1.2
L.RF.1.3	SL.PE.1.1	L.VI.1.3
L.RF.1.4	SL.II.1.2	W.IW.1.1
RL.CR.1. 1	SL.ES.1.3	W.IW.1.2
RL.CI.1.2	SL.PI.1.4	W.WP.1.4
RL.TS.1.4	SL.UM.1.5	W.WR.1.7

Objectives:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
- Identify and read common high-frequency words.
- Interact with sources in meaningful ways such as illustrating or writing.
- Identify characteristics of the seasons of the year and day and night.
- Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level texts.
- Recognize characteristics and structures of informational texts, including organizational patterns such as chronological order and description with adult assistance.
- Respond using newly acquired vocabulary as appropriate.
- Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
- Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
- Use text evidence to support an appropriate response.
- Interact with sources in meaningful ways such as illustrating or writing.
- Respond using newly acquired vocabulary as appropriate.

- Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.
- Decode words with initial and final consonant blends, digraphs, and trigraphs.
- Discuss how the use of text structure contributes to the author's purpose.
- Spell words with initial and final consonant blends, digraphs, and trigraphs.
- Make connections to personal experiences, ideas in other texts, and society with adult assistance.
- Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
- Distinguish between long and short vowel sounds in one-syllable words.
- Decode words with inflectional endings, including -ed, -s and -es.
- Listen actively and ask relevant questions to clarify information and answer questions using multi-word responses.
- Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
- Establish purpose for reading assigned and self-selected texts with adult assistance.
- Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.
- Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Use illustrations and details in a text to describe its key details.
- Respond using newly acquired vocabulary as appropriate.
- Segment spoken one-syllable words into individual phonemes including words with initial and/or final consonants.
- Discuss with adult assistance the author's use of print and graphic features to achieve a specific purpose.
- Write brief comments on literary or informational texts.
- Interact with sources in meaningful ways such as illustrating or writing.
- Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.
- Demonstrate and apply phonetic knowledge.
- Discuss how the author uses words that help the reader visualize.
- Manipulate phonemes within base words.
- Recognize the change in spoken word when a specified phoneme is added, changed, or removed.
- Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
- Identify the main topic and retell key details of a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in the text.

- Discuss topics and determine theme using text evidence with adult assistance.
- Identify words and phrases that suggest feelings or appeal to the senses.
- Evaluate details to determine what is most important with adult assistance.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Distinguish between information provided by pictures or other illustrations and information provided by words in the text.
- Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.
- Make inferences and use evidence to support understanding with adult assistance.
- Dictate or compose informational texts, including procedural texts.
- Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative, exclamatory, and interrogative sentences.
- Follow, restate, and give oral instructions that involve a short, related sequence of actions.
- Edit drafts with adult assistance using standard English conventions, including adverbs that convey time.
- Plan a first draft by generating ideas for writing such as drawing and brainstorming.
- Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.
- Edit drafts using standard English conventions.
- Use frequently occurring conjunctions.
- Add drawings or other visuals to descriptions when appropriate to clarify ideas.
- Edit drafts with adult assistance using standard English conventions, including prepositions.
- Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.
- Use commas in dates and to separate single words in a series.
- Publish and share writing.
- Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.
- Identify characteristics of opinion writing.
- Retell the important details in opinion texts.
- Plan an opinion piece by selecting a topic and opinion.
- Listen actively, ask questions, and provide useful feedback.
- Plan the elements for writing an opinion piece.
- Select and introduce a topic for an opinion piece.
- Identify and state an opinion.
- Identify and supply a reason that supports an opinion.
- Supply reasons that support an opinion within an opinion piece.

- Develop drafts of opinion books in oral, pictorial, and written forms by organizing ideas.
- Draft an introduction to an opinion book.
- Accept and provide feedback to strengthen writing.
- Identify the conclusion in opinion writing.
- Draft a conclusion to an opinion book.
- Identify and use the conjunctions *and* and *because* correctly in speaking and writing.
- Publish and share opinion books.
- Compose opinion books in which they introduce the topic and opinion, supply reasons that support the opinion, and provide a conclusion.

Activities:

1. **Sunlight and Seasons** Have students identify the main idea and supporting details of the text. Use a chart to record students responses. Remind students to think about how the author organizes the details of an informational text.
2. **What Animals Do in the Winter** Ask students: How do animals migrate, change, and hibernate during the winter? Record their responses in a chart.

Gifted and Talented:

1. ***Daylight Time of Year Around the World:*** Make observations at different times of year to relate the amount of daylight to the time of year using the United States and another country of their choosing. Collect data on the amount of daylight during each season where we live as well as in the other country. Use data to record relative daylight amounts in a chart. Note similarities and differences. Choose a method or how to present the information showing more or less light. Present information to the class and tell what the charts show.
2. **Use Independent Text** Ask students to find and list unfamiliar words in fiction texts they are reading. Have students use what they already know, and other words in the sentences, to figure out the meaning of unfamiliar words.

Additional Phonics Activities:

1. Two students play Tic Tac Toe on the white boards using sight words instead of Xs and Os.
2. Students write/mark in the decodable readers following various directions. For example: "Circle the title". "Write how many words are in the title". "Find the word that rhymes

with ____” “Find all the words that begin with/end with ____”. Etc. This can be done in a small group or whole class.

3. Spelling game- in a small group, each student gets the chance to be the teacher. They read one sight word from the sight word wall and the rest of the group spells the word on a white board. The student acting as a teacher walks around the table to check the students’ work. Then a different student becomes the teacher.
4. The students read from leveled readers and independently chosen picture books on the rug. They use a whisper phone so that they can hear themselves read aloud without distracting other students.
5. Musical Sight Words- small groups of students walk around a table in the classroom. On the table are several sight words written on cards, but turned over. When the music stops, the students point to a card, flip it over, read it to themselves, read it to a friend, and then read it to themselves again. They then put the card back down, face down, and continue to play the game.
6. CVC word building- students use stamps to spell CVC words based on the picture cards they have. This can be altered using magnetic tiles, play doh letter stamps, or various games set up on Google Slides.
7. Sight Word Pop It- students in a small group take turns turning over a sight word card. If they read it correctly, they get to pop three dots on their pop-it. If they do not read it correctly, they ask someone to help them and their turn is over. Students help each other to tell if the student taking the turn is correct or not.

New Jersey Legislative Statutes and Administrative Code
(place an “X” before each law/statute if/when present within the curriculum map)

	x	Amistad Law: <i>N.J.S.A. 18A:52:16A-88</i>	x	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>
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