

RUTHERFORD PUBLIC SCHOOLS

GRADE 1

**ENGLISH LANGUAGE ARTS
CURRICULUM**

2017

**Approved by the Rutherford Board of Education
June 9, 2014**

Revision Approved by the RBOE: June 15, 2015

Revision to Remove CCSS and Replace with NJSL - Approved by the RBOE: November 14, 2016

INTRODUCTION

The Grade 1 English Language Arts curriculum will provide students with a foundation in the basic skills of reading, writing, listening, viewing, and speaking. Literacy concepts are introduced as students are immersed in a print-rich environment through traditional teacher-directed lessons, as well as small group instruction. Collaborative group and independent activities allow for students practice. As skills are being mastered, children are taught strategies to develop comprehension of written text. Concurrently, writing experiences are provided.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

COURSE OUTLINE

Curriculum Area	Instructional Activities
<p><u>Concepts of Print</u></p> <ul style="list-style-type: none"> • Title • Author/Illustrator • Cover • Dedication page • Book handling 	<p><u>Concepts of Print</u></p> <ul style="list-style-type: none"> • Big book demonstration • Student text demonstration • I Spy... activity
<p><u>Consonants</u></p> <ul style="list-style-type: none"> • Letter matching • Letter recognition • Proper formation of letters • Decode/blend: <ul style="list-style-type: none"> ○ Initial sounds ○ Final sounds ○ Medial sounds ○ Initial consonant clusters ○ Initial consonant blends ○ Final consonant clusters ○ Digraphs (qu, th, ch, tch, sh, wh) 	<p><u>Consonants</u></p> <ul style="list-style-type: none"> • Poetry chart • Poetry/rhymes • Big books • Letter cards • Picture matching • Magnetic journals • Dictation

<u>Vowels</u> <ul style="list-style-type: none"> • Letter recognition • Proper letter formation • Decode/blend: • Short vowels • Long vowels • Irregular/silent vowels (silent e) • R-controlled vowels (ar, er, ir, and ur) 	<u>Vowels</u> <ul style="list-style-type: none"> • Word building • Rhymes/poetry • Picture matching • Sentence strips • Dictation • Phonics games • Magnetic journals • Letter cards
<u>Phonological Awareness</u> <ul style="list-style-type: none"> • Identify/produce rhyming words • Blend sounds 	<u>Phonological Awareness</u> <ul style="list-style-type: none"> • Segmenting/clapping • Oral drills • Dictation • Draw a picture • Poetry/rhymes • Word building/blending (letter by letter)
<u>Vocabulary</u> <ul style="list-style-type: none"> • Master text-generated list (<i>Weekly Good Habits Great Readers Units</i>) • Master high frequency words • Recognize environmental print • Specialized vocabulary • Synonyms • Antonyms • Use glossary/dictionary 	<u>Vocabulary</u> <ul style="list-style-type: none"> • Word cards • Glossary • Pictionary • Morning message • Poems • Big books • Trade books • DEAR (Drop Everything And Read) • Read to self
<u>Reading Comprehension</u> <ul style="list-style-type: none"> • Use context clues • Read a variety of genres (e.g., poetry, fiction, nonfiction, biographies, etc.) • Summarize and retell • Identify main idea and details • Sequence events • Classify • Compare/contrast • Predict • Draw conclusions • Fact/opinion • Fantasy/real • Problem solving • Relate pictures to text • Build fluency • Plot, characters, setting 	<u>Reading Comprehension</u> <ul style="list-style-type: none"> • Whole group instruction • Small group instruction • 1-1 instruction • Charts/graphic organizer • Discussions • Read aloud • Buddies • Projects/book reports • Listening centers • Dialogue/plays • Readers' Theatre

<ul style="list-style-type: none"> • Schema • Close reading • Text evidence • Connections (text to self, text to text, text to world) • Author’s purpose • Evaluation • Reflection 	
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<p><u>Structural Analysis</u></p> <ul style="list-style-type: none"> • Plurals s/es • Possessives • Inflective endings • -s, -ed, -ing • Drop the e • Double final consonant • Comparatives/superlatives • Compound words • Suffix • Contractions - ‘ll, n’t 	<p><u>Structural Analysis</u></p> <ul style="list-style-type: none"> • Word cards • Word building • Sentence strips • Matching activities • Puzzles • Games • Dictation • Poetry chart
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<p><u>Oral Reading/Fluency</u></p> <ul style="list-style-type: none"> • Read: <ul style="list-style-type: none"> ○ High frequency words ○ Phases ○ Sentences ○ Paragraphs ○ Stories • Develop fluency, expression, intonation • Recognize dialogue 	<p><u>Oral Reading/Fluency</u></p> <ul style="list-style-type: none"> • Word cards • Sentence strips • Repeated readings • Reading buddies • Listening centers/pre-recorded stories • Participate in choral/echo reading • Recite rhymes/chants/poems • Magnetic journals • Whiteboards
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<p><u>Listening/Speaking/Viewing</u></p> <ul style="list-style-type: none"> • Listen critically for comprehension • Develop strong listening vocabulary • Develop auditory/visual discrimination • Distinguish different types of speech • Contribute to class discussions • Respond appropriately • Follow step-by-step directions 	<p><u>Listening/Speaking/Viewing</u></p> <ul style="list-style-type: none"> • Listening center • Story time • Sharing opportunities (show & tell) • Videos • Songs • Poetry • Computers
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<p><u>Spelling</u></p> <ul style="list-style-type: none"> • Weekly spelling pattern lists • Recognize word patterns/families 	<p><u>Spelling</u></p> <ul style="list-style-type: none"> • Say and spell • Configuration
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<ul style="list-style-type: none"> • Spell some high frequency words • Understand ABC order 	<ul style="list-style-type: none"> • Magnetic journals • ABC order • Sentence writing • Illustrate (9.1.4.B.1) • Finger spelling • Skywriting • Word work activities
<p><u>Writing/Grammar and Usage</u></p> <ul style="list-style-type: none"> • Telling/asking/exclamatory sentences • Simple/compound sentences • Complete story frames • Write simple stories • Use capitalization/end punctuation (.,?, !) • Recognize and use adjectives • Recognize nouns and verbs • Subject-verb agreement • Use pronouns • Recognize proper nouns • Understand singular/plural (s/es) • Possessives • Write in complete sentences • Recognize additional punctuation (, ‘ “) 	<p><u>Writing/Grammar and Usage</u></p> <ul style="list-style-type: none"> • Journal • Writing process • Letter writing • Shared writing • Morning message • Class books • Picture prompts • Posters • Graphic organizers • Revise/proofread • Illustrate • Nonfiction writing

PROFIEIENCY LEVEL

This curriculum is appropriate for all students in Grade 1.

METHODS OF ASSESSMENT

Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following items:

- Formal
 - DRA
 - The teacher, at her/his discretion, will either perform a Progress Monitor or a DRA on each student in the last 4 weeks leading up to the end of the 1st Trimester in December.
 - Teachers will perform a DRA assessment on all students in the last four weeks leading up to the end of the 2nd Trimester in March.
 - Teachers will perform a DRA assessment on all students in the last four weeks leading up to the end of the 3rd Trimester in June.
 - Published tests
 - Teacher-made tests
 - Homework
 - Classwork
 - Writing portfolio
 - Class participation
 - Projects

- Standardized tests
- Informal
 - Teacher observation
 - Peer evaluation
 - Class participation
 - Teacher/student feedback (conferences)
 - Running records
 - Anecdotal notes
 - Class discussion
 - Self, peer, teacher collaborative feedback
 - Portfolios
 - Group/individual reports
 - Activity sheets/workbooks (publisher/teacher-made)
 - Supplemental activities
- Teacher/Curriculum Assessment will be conducted according to the following statement:
 - The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. Teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting state approved standards.

GROUPING

Grade 1 English Language Arts classes are heterogeneously grouped classes; therefore, no level placement criteria apply to this area. Students in Grade 1 Reading are homogeneously grouped by need(s).

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Grade 1 English Language Arts is a full-year course.

RESOURCES

- Speakers
 - Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.
- References
 - Teachers may contact the English Language Arts Department office and the school and local library for additional resources. Nearby colleges and organizations may also be utilized as reference resources.
- Technology
 - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.2.A.1) (8.1.2.A.2) (8.1.2.A.3) (8.1.2.A.4) (8.1.2.A.5) (8.1.2.B.1) (8.1.2.C.1) (8.1.2.D.1) (8.1.2.E.1) (8.1.2.F.1) (8.2.2.A.1) (8.2.2.B.2)
 - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies and Materials
 - Grade 1 Language Arts may require video/audio equipment for viewing and listening. Students may also require art supplies for project work.

- Additional supplies include:
 - Trade books for classroom library/instruction
 - Notebooks
 - Portfolio folders
 - Picture/story paper
 - Lined paper
 - Chart tablets
 - Sentence strips
 - Pocket charts
 - Index cards
 - Dry erase markers
 - Magnetic letters
- Textbooks
 - *Good Habits, Great Readers*. 2012. Pearson Education, Inc.
 - *Project Read*. 2012. Language Circle Enterprises.
 - *Developmental Reading Assessment®*, *Second Edition (DRA™2)* 2005, Pearson Education, Inc.
- Supplemental Reading
 - Big books
 - Trade books
 - Supplemental publisher literacy materials

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 4, students will be able to:

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

SUGGESTED ACTIVITIES

- Projects
- Read Across America Day
- Summer reading program
- Book club/book fair
- Guest readers
- Live performances
- Library visitations
- *Weekly Reader*
- Author visits
- Book making

ENRICHMENT ACTIVITIES

Students will be provided with many enrichment-learning activities throughout the year. The following are suggestions, not limitations.

- Projects
- Read Across America Day
- Summer reading program
- Book Club/Book Fair
- Guest readers
- Live performances
- Library visitations
- *Weekly Reader*
- Reading contests
- Author visits
- Classroom book

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

INTERDISCIPLINARY CURRICULUM COORDINATION

The Grade 1 English Language Arts curriculum has numerous possibilities for interdisciplinary connections. Reading and writing can be connected across the disciplines. Project and research report work that involves writing can also be connected to all disciplines.

PROFESSIONAL DEVELOPMENT

Teachers will continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

GRADE 1 HIGH FREQUENCY WORD LIST

the	but	please	would	sing
to	at	of	very	wish
and	with	his	your	many
a	all	had	its	if
I	there	him	around	long
you	out	some	don't	about
it	be	as	right	got
in	have	then	their	never
said	am	could	call(ed)	today
for	do	when	sleep	myself
up	did	were	wash	much
look	what	them	or	keep
is	so	ask	before	try
go	get	an	been	start
we	like	over	off	bring
little	this	just	cold	drink
down	will	from	tell	only
can	yes	any	work	better
see	went	how	first	hold
not	are	know	does	warm
one	now	put	goes	full
my	no	take	write	done
me	came	every	always	light
big	ride	old	made	pick
come	into	by	gave	hurt
where	good	after	us	cut
jump	want	think	buy	kind
away	too	let	those	fall
here	pretty	going	use	carry
help	saw	walk	fast	small
make	well	again	pull	own
play	ran	may	both	show
run	eat	stop	sit	hot
find	who	fly	which	far
funny	new	round	read	draw
he	must	give	why	clean
was	soon	once	found	grow
that	our	open	because	together
she	ate	has	best	shall
on	say	live	upon	laugh
they	under	thank	these	should

COMMON WRITING TERMINOLOGY

Term	Meaning
Writing Process	
Prewriting	Gathering Ideas
Drafting	Writing a Draft
Revising	Revising for Content
Editing	Editing for Grammar
Publishing	Producing Final Product
Creating Final Draft	Producing Final Product
Writing Terms	
Introduction	Introductory Paragraph/Statement
Hook	Attention Grabber
Thesis Statement	Statement of Purpose
Body Paragraph(s)	Reasoning Paragraph(s)
Topic Sentence	Introduction of Paragraph-Specific Content
Evidence	Supporting Details
Closing Sentence	Conclusion of Paragraph-Specific Content
Call to Action	What Should the Reader Do?
Conclusion	Concluding Paragraph
Exposition	Background/Characters/ Setting
Conflict	Internal and/or External
Rising Action	The events that lead to the climax
Climax	The pinnacle moment
Falling Action	The events that lead to the resolution
Resolution	The final outcome
Writing Genres	
Opinion	Grades K – 5
Argument	Grades 6 – 12
Informational/Explanatory	Grades K – 12
Narrative	Grades K – 12
Research	Grades K – 12

GRAMMAR AND CONVENTIONS SCOPE AND SEQUENCE

Skills By Grade Level	K	1	2	3	4	5	6	7	8
Capitalization		X	X	X	X	X	X	X	X
Days of the Week	X	X	X	X	X	X	X	X	X
First Letter of a Sentence	X	X	X	X	X	X	X	X	X
First Letter of First, Middle and Last Names	X	X	X	X	X	X	X	X	X
Geographic Places		X	X	X	X	X	X	X	X
Holidays		X	X	X	X	X	X	X	X
In Dialogue				X	X	X	X	X	X
Letter Salutations/Closings			X	X	X	X	X	X	X
Months of the Year	X	X	X	X	X	X	X	X	X
Proper Nouns	X	X	X	X	X	X	X	X	X
The Word "I"	X	X	X	X	X	X	X	X	X
Titles		X	X	X	X	X	X	X	X
Uppercase and Lowercase Letters	X	X	X	X	X	X	X	X	X
Grammar – Parts of Speech									
Adjectives	X	X	X	X	X	X	X	X	X
Adverbs			X	X	X	X	X	X	X
Compound Words		X	X	X	X	X	X	X	X
Conjunctions				X	X	X	X	X	X
Interjections					X	X	X	X	X
Modifiers	X	X	X	X	X	X	X	X	X
Nouns	X	X	X	X	X	X	X	X	X
Participles					X	X	X	X	X
Perfect/Past Perfect Tense	X	X	X	X	X	X	X	X	X
Plural Words	X	X	X	X	X	X	X	X	X
Prepositional Phrases						X	X	X	X
Prepositions						X	X	X	X
Pronouns			X	X	X	X	X	X	X
Tense	X	X	X	X	X	X	X	X	X
Verbs	X	X	X	X	X	X	X	X	X
Punctuation									
Apostrophe Use (contractions; possessives)			X	X	X	X	X	X	X
Colon/Semicolon			X	X	X	X	X	X	X
Comma (dialogue)			X	X	X	X	X	X	X
Comma (in a series)		X	X	X	X	X	X	X	X
Ellipses			X	X	X	X	X	X	X
End marks (period, question mark, exclamation point)	X	X	X	X	X	X	X	X	X
Parentheses					X	X	X	X	X
Punctuating Dialogue			X	X	X	X	X	X	X
Quotation Marks			X	X	X	X	X	X	X

GRADE 1 WRITING SCOPE AND SEQUENCE

Month	Genre/Type of Writing	Assessment/Publish	Notes
September	<i>Beginning of Year Routines</i> : Introduce Writing Workshop; Build Base for Writing; Explore Read/Write Connections; Review Basic writing routines/conventions		*May continue for longer than 4 weeks
October	Personal Narratives; Small Moments		
November	Personal Narratives; Small Moments		
December	Personal Narratives; Small Moments	*one completed personal narrative to be saved for portfolio	Pattern Books can be substituted if personal narratives are complete
January	Informational Writing: How to Books; All About Books (Grade 1 topic-animals)		include shared research
February	Informational Writing: How to Books; All About Books (Grade 1 topic-animals)	*one completed all about writing to be saved for portfolio	include shared research
March	Opinion Writing: personal persuasive (____ is the best because____.); write about favorite character; book review; persuasive letter	*one completed opinion piece to be saved for portfolio	Ideas presented are examples; not all need to be complete
April	Realistic Story Narrative		
May	Descriptive Writing: poetry, sensory poems, descriptive sentences		Ideas presented are examples; not all need to be complete *Can be moved/deleted for additional time for personal narratives or other writing that needs to be completed
June	Personal Narratives; Small Moments; End of Year Assessment	*one completed personal narrative to be saved for portfolio	Compare with beginning of year personal narratives

Timeline based on Good Habits, Great Readers and New Jersey Student Learning Standards and subject to change based on class needs and teacher preference

Curriculum Map Revised 10/2016

GRADE 1 PHONICS SCOPE AND SEQUENCE

Lesson:	Unit:	High Frequency Words:
1	short a, t, m, s, b, c, f Unit 1	the, to, and, a, I, you
2	r, h, n, j, l, p g, d, v, Units 2 & 3	it, in, said, for, up, look,
3	short i,, w Unit 4	is, go, we, little, down, can
4	k, -ck, x, y, z Units 5/6 & 7	see, not, one, my, me, big
5	short o Unit 8	come, where, jump, away, here, help
6	doubling f, l, s, and z Unit 9	make, play, run, find, funny, he
7	-ng and -nk Unit 10	was, that, she, on, they, but
8	ch, wh, th, sh Unit 11	at, with, all, there, out
9	Unit 12 short e	
10	short e Unit 12	be, have, am, do, did
11	l, r, s & w blends	what, so, get, like, this
12	Unit 13	
13	Short u Unit 14	will, yes, went, are, now
14	Syllables Unit 15 Review	no, came, ride, into, good,
15		
16	consonant clusters Unit 16	want, too, pretty, saw, new
17	final consonant blends Unit 17	must, well, ran, eat, who, say
18	tch and suffix s and es Unit 18	under, soon, out, ate, please, of
19		his, had, him, some, as, then
20	Cumulative Review Units 15-18	could, when, were them, ask, an

21	r controlled vowels Unit 19	over, just, from, any, how, know
22	r controlled vowels Unit 19	put, take, every, old, by, after,
23	open syllables and suffix ed Unit 20	think, going, walk, again, let, may
24	final magic e and suffix ing Unit 21	stop, fly, round, give, once, open,
25	final magic e and suffix ing Unit 21	has, live, thank, would, very, your
26	y as a vowel, y in the middle of a word Unit 23	its, around, don't, right, their, call(ed),
27	long vowel teams ie/ay/ai Unit 24	or, before, sleep, wash, been, off
28	long vowel teams ow/oa/oe Unit 24	tell, work, first, cold write, always
29	long vowel teams ee/ea/ey Unit 24	made, gave, does, goes, us, buy
30	Long vowel team review	those, use, fast, pull, both, sit,
31	-dge Unit 28	which, read, why, because, best, upon,
32	Diphthongs oo (book and too) Unit 29	these, sing, wish, many, if, long
33	Diphthongs oi & oy Unit 30	about, got, never myself, much, keep
34	Diphthongs ow & ou Unit 31	try, start, today, bring drink, only
35	Diphthongs au & aw Unit 34	better, hold, warm, full, done light,
36		pick, hurt, cut, kind, fall carry
37		small, hot, far, draw, own, show

38		clean, grow, together, shall, laugh, should
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September	October	November	December	January
<p>Comprehension <i>Great Readers See Themselves as Readers</i></p> <ul style="list-style-type: none"> • Taking Care of Books • Choosing Books • Knowing Yourself as a Reader • Building Reading Stamina 	<p>Comprehension <i>Great Readers Make Sense of Text</i></p> <ul style="list-style-type: none"> • Making Predictions • Asking Questions • Problem Solving Unfamiliar Words 	<p>Comprehension <i>Great Readers Make Sense of Text</i></p> <ul style="list-style-type: none"> • Summarizing and Retelling <p><i>Great Readers Use What They Know</i></p> <ul style="list-style-type: none"> • Making Connections • Activating Background Knowledge 	<p>Comprehension <i>Great Readers Use What They Know</i></p> <ul style="list-style-type: none"> • Building Vocabulary and Concept Knowledge • Making Inferences <p><i>Great Readers Understand How Stories Work</i></p> <ul style="list-style-type: none"> • Understanding Story Grammar 	<p>Comprehension <i>Great Readers Understand How Stories Work</i></p> <ul style="list-style-type: none"> • Understanding Story Grammar • Identifying and Understanding Literacy Devices • Identifying and Using Text Features
<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>
<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>
<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.</p>

February	March	April	May	June
<p>Comprehension <i>Great Readers Read to Learn</i></p> <ul style="list-style-type: none"> • Learning Information from Nonfiction • Learning Information from Nonfiction • Identifying and Using Nonfiction Features and Structures 	<p>Comprehension <i>Great Readers Read to Learn</i></p> <ul style="list-style-type: none"> • Identifying and Using Nonfiction Features and Structures <p><i>Great Readers Monitor and Organize Ideas and Information</i></p> <ul style="list-style-type: none"> • Taking Notes on Fiction • Taking Notes on Nonfiction 	<p>Comprehension <i>Great Readers Monitor and Organize Ideas and Information</i></p> <ul style="list-style-type: none"> • Self Monitoring/Self Correcting • Visualizing <p><i>Great Readers Think Critically About Books</i></p> <ul style="list-style-type: none"> • Responding to Characters 	<p>Comprehension <i>Great Readers Think Critically About Books</i></p> <ul style="list-style-type: none"> • Evaluating Nonfiction • Distinguishing Between Fantasy and Reality • Engaging With Books 	<p>Comprehension (Review)</p> <ol style="list-style-type: none"> 1. Great Readers See Themselves as Reader 2. Great Readers Make Sense of Text 3. Great Readers Use What They Know 4. Great Readers Understand How Stories Work 5. Great Readers Read to Learn 6. Great Readers Monitor and Organize Ideas and Information 7. Great Readers Think Critically About Books
<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>	<p>Phonics Teacher will follow scope and sequence found in this curriculum document.</p>
<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>	<p>High Frequency Words Teacher will use words from Grade 1 sight list. All words will be covered over the course of the year. Students will read, write, and spell all words.</p>

Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.	Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.	Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.	Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.	Writing/Grammar Teacher will follow scope and sequence found in this curriculum document.
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