

Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: First Grade

Subject: English Language Arts

Adoption Date: November 1, 2011

Revision Date: November 3, 2021

	MP1	MP2	MP3	MP4
Scope and Sequence	<p>1. What is a Reading and Writing Community? (8 weeks).</p> <p>2. What is Shared Reading? (10 weeks)</p> <p>3. What is Phonemic Awareness and how can it help me become a better reader and speller? (10 weeks)</p> <p>4. How does knowing and understanding new vocabulary words help me become a better reader and writer? (9 weeks)</p> <p>5. How can learning spelling patterns help me decode word to become a better reader and writer? (10 weeks)</p>	<p>1.How can visualizing poetry and fiction help me become a better reader? (4-5 weeks)</p> <p>2.Why is it important to add more details to my writing? (3-4 weeks)</p> <p>3. What is Phonemic Awareness and how can it help me become a better reader and speller? (10 weeks)</p> <p>4. How does knowing and understanding new vocabulary words help me become a better reader and writer? (9 weeks)</p> <p>5. How can learning spelling patterns help me decode word to become a better reader and writer? (10 weeks)</p>	<p>1. How do I write a story with a beginning, middle and end? (3 weeks)</p> <p>2. How can exploring text features help me become a better reader and writer? (4 weeks)</p> <p>3. What is Phonemic Awareness and how can it help me become a better reader and speller? (10 weeks)</p> <p>4. How does knowing and understanding new vocabulary words help me become a better reader and writer? (9 weeks)</p> <p>5. How can learning spelling patterns help me decode word to become a better reader and writer? (10 weeks)</p>	<p>1 .How can exploring text features help me become a better reader and writer? (4 weeks)</p> <p>2. How can understanding poetry help me become a better writer? (4 weeks)</p> <p>3. What is Phonemic Awareness and how can it help me become a better reader and speller? (10 weeks)</p> <p>4. How does knowing and understanding new vocabulary words help me become a better reader and writer? (9 weeks)</p> <p>5. How can learning spelling patterns help me decode word to become a better reader and writer? (10 weeks)</p>

	<p>6. How can retelling fiction and nonfiction help me become a better reader? (4 weeks)</p> <p>7. How does fine motor coordination help me develop proper handwriting techniques? (10 weeks)</p>	<p>6. How can wondering help me make sense of fiction and nonfiction text I read? (4 weeks)</p> <p>7. How does fine motor coordination help me develop proper handwriting techniques? (10 weeks)</p>	<p>weeks)</p> <p>6. How does fine motor coordination help me develop proper handwriting techniques? (10 weeks)</p>	<p>6. How does fine motor coordination help me develop proper handwriting techniques? (10 weeks)</p>
Instructional Materials	<p>Making Meaning (Collaborative Literacy) Being a Reader (Collaborative Literacy) Being a Writer (Collaborative Literacy)</p>	<p>Making Meaning (Collaborative Literacy) Being a Reader (Collaborative Literacy) Being a Writer (Collaborative Literacy)</p>	<p>Making Meaning (Collaborative Literacy) Being a Reader (Collaborative Literacy) Being a Writer (Collaborative Literacy)</p>	<p>Making Meaning (Collaborative Literacy) Being a Reader (Collaborative Literacy) Being a Writer (Collaborative Literacy)</p>
Activities	<p>One: Introduce the procedure for gathering and turn to your partner</p> <p>Two: Read Big Book-<u>This is the Way We go to School</u> Students will listen and discuss book in a meaningful way</p> <p>Three: The students will be placed into their small reading groups to begin on level phonemic awareness strategies</p> <p>Four: The students will use picture and vocabulary word cards to build vocabulary understanding</p>	<p>One: The students will listen to poems from the poetry book <u>Did You See What I Saw</u>, use the visualizing strategy to create a mental picture in their mind and draw their image on a paper</p> <p>Two: The students will listen to the book <u>Growing Vegetable Soup</u>, generate ideas for family activities to write about. The students will begin to write their story,reflect, reread, add to it and illustrate. This activity will take 3 days.</p> <p>Three: The students will be introduced to the consonant blend” Pl” and orally listen for</p>	<p>One: The students will review the chart <u>What Good Writers Do</u>. The students will listen to the nonfiction book <u>Bee</u>. They will begin the process of writing a step by step story about the life of a bee.</p> <p>Two: The students will listen to the book <u>Birds: Winged and Feathered Animals</u>. They will use the table of contents and illustrations to help with Think-Share-Pair discussion. These discussions will help when they begin writing about Birds.</p>	<p>One: The students will review the chart <u>What Good Readers Do</u>. The students will be introduced to the book <u>An Elephant Grows Up</u> The students will review text features they have previously learned. The students will choose a book from their toolboxes using sticky notes to mark while they read to help them remember what they learned from that text feature.</p> <p>Two: The students will write a 4 stanza poem about the 4 Seasons</p> <p>Three: The students will learn the spelling sound rule for /ce..ci..cy=/. The students will</p>

	<p>Five: The students will practice oral blending to spell CVC words</p> <p>Six: The students will retell the story <u>Angelina and Henry</u> with their reading partners during turn to your partner</p> <p>Seven: The students will be introduced to the Pincer Grip and fun hand movement songs to strengthen muscles and encourage good posture</p>	<p>words that contain that blend. The students will practice writing the “PI” blend on their whiteboard.</p> <p>Four: The students will use picture and word card prompts to develop vocabulary skills. The students will make a synonym chart to reinforce “Almost the Same” meaning</p> <p>Five: The students will learn the spelling sound for /ea..ee/. The students will use the word sort cards to reinforce this spelling rule</p> <p>Six: The student will listen to the two books <u>In the Tall, Tall Grass and In the Small, Small Pond</u>. The students will use the wondering strategy to help with discussion during Think-Pair-Share and turn to your partner</p> <p>Seven: The students will learn how to properly print the letters u,v and w. The students will practice their letter formation in their Handwriting Notebook.</p>	<p>Three: The students will learn the spelling/sound rule for /all/ letter combination. The students will use word sort to reinforce this spelling rule.</p> <p>Four: The students will use vocabulary cards and story starter prompts to play the game..”Tell me a Story” activity. The partners will use their imagination and what they know about the vocabulary words and make up an ending for the story.</p> <p>Five: The students will complete a crossword puzzle using long and short vowels. The students will work with their reading partner and decode the sentence clues to complete this activity.</p> <p>Six: The students will practice the slant, slide and pull down strokes. The students will write words that contain these strokes. Examples are... fox, boxer and jazz. The students will complete Handwriting book pages 35-38</p>	<p>use the word sort cards to reinforce this rule.</p> <p>Four: The students will sit with their reading partners. The students will play the vocabulary game “Make a Choice”. The teacher will describe two things. The partners must decide which word is the best choice after looking at the picture/ word prompt.</p> <p>Five: The students will work with a partner and play Memory/ Concentration Game. The word cards will have all the spelling sound rules we have learned in First Grade</p> <p>Six: The students will write words and sentences using all previously taught letters and punctuation marks. The students will share their writing with their writing partners and read. The students will critique their partner’s work</p>
Standards	<p>Activity One: LA 1 SL 1.1A</p> <p>Activity Two: LA 1 SL 1.1 B</p> <p>Activity Three: LA 1 RF 1.2 B</p>	<p>Activity One: LA 1 RL 1.6 LA 1 RL 1.4</p> <p>Activity Two: LA 1 W 1.3</p> <p>Activity Three: LA 1 RF 1.3 A</p>	<p>Activity One: LA 1 W 1.2</p> <p>Activity Two: LA 1 SL 1.1 A</p> <p>Activity Three: LA 1 RF 1.3 A</p>	<p>Activity One: LA 1 RL 1.1 LA 1 RL 1.5</p> <p>Activity Two: LA 1 RL 1.4</p>

	<p>Activity Four: LA 1 L 1.5 C</p> <p>Activity Five: LA 1 RL.1.2</p> <p>Activity Six: LA 1 FL 1.2</p> <p>Activity Seven: LA 1. L 1.1A</p>	<p>Activity Four: LA 1 L 1.4 LA 1 L 1.5 D</p> <p>Activity Five: LA 1.RF 1.3 C</p> <p>Activity Six: LA 1 RL 1.7</p> <p>Activity Seven: LA 1 L1.1A</p>	<p>Activity Four: LA 1 L 1.6</p> <p>Activity Five: LA 1 RF 1.3 D</p> <p>Activity Six: LA 1 L1.1A LA 1 L 1.2A LA 1 L 1.2B</p>	<p>Activity Three: LA 1 RF 1.2 C</p> <p>Activity Four: LA.1.L.1.5.B</p> <p>Activity Five: LA.1.RF.1.2.C LA.1.RF.1.3.E</p> <p>Activity Six: LA 1 L1.1A LA 1 L 1.2A LA 1 L 1.2B</p>
Accommodations and Modifications	<p>English Language Learners: -Assign a buddy, same language or English speaking</p> <p>At Risk of School Failure: Adjust time for completion Limit material</p> <p>Gifted and Talented Students: -Ask students higher level questions -Provide independent learning opportunities</p> <p>Students with 504 plans: -Close proximity to the teacher -Students may have modified/limited amounts of items to complete</p>	<p>English Language Learners: -Assign a buddy, same language or English speaking</p> <p>At Risk of School Failure: Adjust time for completion Limit material</p> <p>Gifted and Talented Students: -Ask students higher level questions -Provide independent learning opportunities</p> <p>Students with 504 plans: -Close proximity to the teacher -Students may have modified/limited amounts of items to complete</p>	<p>English Language Learners: -Assign a buddy, same language or English speaking</p> <p>At Risk of School Failure: Adjust time for completion Limit material</p> <p>Gifted and Talented Students: -Ask students higher level questions -Provide independent learning opportunities</p> <p>Students with 504 plans: -Close proximity to the teacher -Students may have modified/limited amounts of items to complete</p>	<p>English Language Learners: -Assign a buddy, same language or English speaking</p> <p>At Risk of School Failure: Adjust time for completion Limit material</p> <p>Gifted and Talented Students: -Ask students higher level questions -Provide independent learning opportunities</p> <p>Students with 504 plans: -Close proximity to the teacher -Students may have modified/limited amounts of items to complete</p>
Interdisciplinary Connections	<p>Activity: The students will discuss family dynamics by listening to a Shared Reading Book. The students will create a class book about how</p>	<p>Activity: The students will learn about Native Americans. The students will listen to books about Native Americans, wonder what life was like and</p>	<p>Activity: The students will learn about Thomas Jefferson. The students will write their own story about Thomas Jefferson. The students will</p>	<p>Activity: The students will design their own brochure for our town Wildwood Crest. (Social Studies)</p>

	different families can be. (Social Studies)	how they built their homes. The students will make Long Houses that Leni Lenape Indians lived in. (Social Studies)	use the ipad to find Monticello. (Social Studies)	
Assessments	<p>Ongoing Progress Monitoring Assessments</p> <ul style="list-style-type: none"> -Guided Reading notes -Writing Notebook -IDR Conferencing Notes -Discussion -Handwriting Notebook -Being a Writer Skill Book -Student Response Book <p>Summative Assessments</p> <ul style="list-style-type: none"> -Individual Comprehension Assessment -Individual Writing -Vocabulary Tests -Spelling Tests <p>Benchmark Assessment</p> <ul style="list-style-type: none"> -F&P Assessment -Map Testing -Beginning of the Year Writing Sample 	<p>Ongoing Progress Monitoring Assessments</p> <ul style="list-style-type: none"> -Guided Reading notes -Writing Notebook -IDR Conferencing Notes -Discussion -Handwriting Notebook -Being a Writer Skill Book -Student Response Book <p>Summative Assessments</p> <ul style="list-style-type: none"> -Individual Comprehension Assessment -Individual Writing -Vocabulary Tests -Spelling Tests <p>Benchmark Assessment</p> <ul style="list-style-type: none"> -F&P Assessment -Map Testing 	<p>Ongoing Progress Monitoring Assessments</p> <ul style="list-style-type: none"> -Guided Reading notes -Writing Notebook -IDR Conferencing Notes -Discussion -Handwriting Notebook -Being a Writer Skill Book -Student Response Book <p>Summative Assessments</p> <ul style="list-style-type: none"> -Individual Comprehension Assessment -Individual Writing -Vocabulary Tests -Spelling Tests <p>Benchmark Assessment</p> <ul style="list-style-type: none"> -F&P Assessment 	<p>Ongoing Progress Monitoring Assessments</p> <ul style="list-style-type: none"> -Guided Reading notes -Writing Notebook -IDR Conferencing Notes -Discussion -Handwriting Notebook -Being a Writer Skill Book -Student Response Book <p>Summative Assessments</p> <ul style="list-style-type: none"> -Individual Comprehension Assessment -Individual Writing -Vocabulary Tests -Spelling Tests <p>Benchmark Assessment</p> <ul style="list-style-type: none"> -F&P Assessment -Map Testing -End of the Year Writing Sample
21st Century Themes and Skills	<p>All Activities:</p> <p>CRP1. CRP4. CRP6.</p>	<p>All Activities:</p> <p>CRP1. CRP4. CRP6.</p>	<p>All Activities:</p> <p>CRP1. CRP4. CRP6.</p>	<p>All Activities:</p> <p>CRP1. CRP4. CRP6.</p>