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| Grade: 1 | Unit: Literature | Pacing: 15 days |
| **Key Ideas and Details** |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | RL.1.1. Ask and answer questions about key details in a text. | [Text Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=19X%2feUo%2bOG4ijb5%2fQVCXmkYBuimDJk5GhfPlmAL%2b7Qg%3d&docid=2_172d4f1686a774312866a04ba94022073&rev=1)[Text Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=hxw9oqsmijwTohLeispEBJGw1h6dbzMmSKC3cr31AFQ%3d&docid=2_111f2cb00ce564b1087509ce87f7fdaa3&rev=1) | Text (Units / Pages)Review Lessons 3, 7, 9, 12, 14 in *Welcome Back, Superkids*Lessons 148-151, 153-155, 159-163, 167-169, 171, 172, 176-180, 183-188, 192-195, 199-201, 203, 207-209, 213-215, 217, 220-226, 229-231, 236-238, 243-245, 249-254, 258-261, 263-265, 267-272, 275-276, 278-281, 284-289, 293-295, 297-300*Welcome Back, Superkids Beginning-of-the-year Library:* Books 2, 4, 5, 7, and 8*Adventures of the Superkids Easy Library:* Units 1, 3, 4, 6, and 8*Adventures of the Superkids On-Level Library:* Units 1, 2, 4, 5, and 7*Adventures of the Superkids**Challenging Library:* Units 1, 3, 7, 8, and 9*More Adventures of the Superkids Easy Library:* Units 1, 2, 3, 5, 7, 8, and 10*More Adventures of the Superkids On-Level Library:* Units 1, 2, 4, 7, and 8*More Adventures of the Superkids Challenging Library:* Units 1, 4, 5, 7, and 10*Superkids Skill-Building Book,* pp. 167-168, 180Texts for instruction include stories, poems, and plays in the Readers, Superkids Library Books, and suggested Read-Aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
| NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | [Text Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=hxw9oqsmijwTohLeispEBJGw1h6dbzMmSKC3cr31AFQ%3d&docid=2_111f2cb00ce564b1087509ce87f7fdaa3&rev=1) | Text (Units / Pages)Lessons 167-168, 176-177, 217, 226, 236-237, 249-250, 258-259, 263-264, 267-268, 270-271, 275-276, 284-285, 287-288, 293-294, 295, 297-298, 300Summarize and Retell Tuck-Ins in Lessons 150, 155, 161, 169, 178, 185, 188, 194, 201, 209, 215, 222, 225, 238, 245, 151, 254, 260, 265, 269, 272, 278, 281, 286, 289, 295, 299*Welcome Back, Superkids Beginning-of-the-Year Library:* Books 2, 4, 5, and 8*Adventures of the Superkids Easy Library:* Unit 8*Adventures of the Superkids On-Level Library:* Unit 4*More Adventures of the Superkids Easy Library:* Unit 8*More Adventures of the Superkids On-Level Library*: Units 2 and 7*More Adventures of the Superkids Challenging Library:* Units 4, 10*Superkids Skill-Building Book,* pp. 172, 173, 177, 178Texts for instruction include stories, poems, and plays in the Readers, Superkids Library Books, and Suggested Read-Aloud Books.Technology / Open Resources |  |
| NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. | [Text Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=19X%2feUo%2bOG4ijb5%2fQVCXmkYBuimDJk5GhfPlmAL%2b7Qg%3d&docid=2_172d4f1686a774312866a04ba94022073&rev=1)[Text Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=hxw9oqsmijwTohLeispEBJGw1h6dbzMmSKC3cr31AFQ%3d&docid=2_111f2cb00ce564b1087509ce87f7fdaa3&rev=1) | Text (Units / Pages)Review Lessons 3, 7, 9, 12, 14 in *Welcome Back Superkids*Lessons 148-149, 153-154, 159-160, 163, 167-168, 176-177, 183-184, 186-187, 192-193, 199-200, 207-208, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 243-244, 249-250, 252-253, 258-259, 263-264, 267-268, 270-271, 275-276, 279-280, 284-285, 287-288, 293-294, 297-298*Welcome Back, Superkids* Beginning of the Year Library: Books 2, 4, 3, 7, and 8*Adventures of the Superkids Easy Library:* Units 1, 3, 4, 6, and 8*Adventures of the Superkids On-Level Library:* Units 1, 2, 4, 5, and 7*Adventures of the Superkids Challenging Library:* Units 1, 3, 7, 8, and 9*More Adventures of the Superkids Easy Library:* Units 1, 2, 3, 7, 8, 10*More Adventures of the Superkids On-Level Library:* Units 1, 2, 4, 7, 8*More Adventures of the Superkids Challenging Library:* Units 1, 4, 5, 7, 10*Superkids Skill-Building Book*, pp. 170, 172, 173-174, 177, 178Texts for instruction include stories, poems and plays in the Readers, Superkids Library Books, and suggested Read-Aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |

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| Grade: 1 | Unit: Literature | Pacing: 15 days |
| **Craft and Structure** |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | [Text Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=hxw9oqsmijwTohLeispEBJGw1h6dbzMmSKC3cr31AFQ%3d&docid=2_111f2cb00ce564b1087509ce87f7fdaa3&rev=1) | Text (Units / Pages)Lessons 180, 185, 195, 203, 231, 243-244, 245, 261, 262, 279-280, 287-288, 289, 293-294, 297-298*Adventures of the Superkids On-Level Library:* Units 1, 7*Adventures of the Superkids Challenging Library: Units 1, 8**More Adventures of the Superkids Easy Library: Units 3, 5, 7, and 10**More Adventures of the Superkids On-Level Library:* Units 4, 7*Superkids Skill-Building Book,* pp. 128-129, 130, 148, 149, 215Texts for instruction include stories, poems, and plays in the Readers, Superkids Library Books, and suggested Read-aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
| NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |  | Text (Units / Pages)Lesson 295*Adventures of the Superkids Super-Duper Magazines: Issue 1**More Adventures of the Superkids Super-Duper Magazines: Issue 9**Welcome Back, Superkids Beginning-of-the-Year Library:* Books 1, 2, 3*Adventures of the Superkids Easy Library:* Unit 3*Adventures of the Superkids Challenging Library: Units 3, 7**More Adventures of the Superkids Easy Library:* Units 3, 10*Superkids Skill-Building Book,* pp. 172, 173, 175Texts for instruction include the Readers, Superkids Library Books, and suggested Read-Aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
| NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. | RL.1.6. Identify who is telling the story at various points in a text. |  | Text (Units / Pages)Lessons 163, 167-168, 217, 258-259, 275-276*Adventures of the Superkids Challenging Library:* Units 7, 9*More Adventures of the Superkids On-Level Library:* Unit 8*Superkids Skill-Building Book,* p. 173Texts for instruction include stories, poems, and plays in the Readers, Superkids Library Books, and suggested Read-Aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |

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| Grade: 1 | Unit: Literature  | Pacing: 10 days |
| **Integration of Knowledge and Ideas** |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. | [Text Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=19X%2feUo%2bOG4ijb5%2fQVCXmkYBuimDJk5GhfPlmAL%2b7Qg%3d&docid=2_172d4f1686a774312866a04ba94022073&rev=1)[Text Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=hxw9oqsmijwTohLeispEBJGw1h6dbzMmSKC3cr31AFQ%3d&docid=2_111f2cb00ce564b1087509ce87f7fdaa3&rev=1) | Text (Units / Pages)Review Lessons 3, 7, 9, 12, 14 in *Welcome Back Superkids*Lessons 148-149, 153-154, 159-160, 163, 167-168, 176-177, 183-184, 186-187, 192-193, 199-200, 207-208, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 243-244, 249-250, 252-253, 258-259, 263-264, 267-268, 270-271, 275-276, 279-280, 284-285, 287-288, 293-294, 297-298*Welcome Back, Superkids Beginning-of-the-Year Library:* Books 2, 4, 5, 7, and 8*Adventures of the Superkids Easy Library:* Units 1, 3, 4, 6, and 8*Adventures of the Superkids On-Level Library:* Units 1, 2, 4, 5, and 7*Adventures of the Superkids Challenging Library:* Units 1, 7, 8, 9*More Adventures of the Superkids Easy Library:* Units 1, 2, 3, 7, 8, 10*More Adventures of the Superkids On-Level Library:* Units 1, 2, 4, 7, 8*More Adventures of the Superkids Challenging Library:* Units 1, 4, 5, 7, 10*Superkids Skill-Building Book,* pp. 170, 172, 173-174, 177, 178Texts for instruction include stories, poems, and plays in the Readers, Superkids Library Books, and suggested Read-Aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
| NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | RL.1.8. (Not applicable to literature) |  | Text (Units / Pages)N/ATechnology / Open Resources |  |
| NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RL.1.9. Compare and contrast the adventures and experiences of characters in stories. | [Text Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=hxw9oqsmijwTohLeispEBJGw1h6dbzMmSKC3cr31AFQ%3d&docid=2_111f2cb00ce564b1087509ce87f7fdaa3&rev=1) | Text (Units / Pages)Review Lesson 7 in *Welcome Back, Superkids*Lessons 148-149, 153-154, 171, 176-177, 183-184, 192-193, 207-208, 217, 220-221, 243-244, 249-250, 252-253, 267-268, 270-271, 275-276, 284-285, 287-288*Welcome Back, Superkids Beginning-of-the-Year Library:* Books 2, 4, 7, 8*Adventures of the Superkids Easy Library:* Units 6, 8*Adventures of the Superkids**On-Level Library:* Units 1, 4, 5, 7*Adventures of the Superkids Challenging Library:* Unit 9*More Adventures of the Superkids Easy Library:* Unit 1*More Adventures of the Superkids On-Level Library:* Units 1, 8*More Adventures of the Superkids Challenging Library:* Units 4, 5, 7*Superkids Skill-Building Book,* pp. 172, 174Texts for instruction include stories, poems, and plays in the Readers, Superkids Library Books, and suggested Read-Aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |

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| Grade: 1 | Unit: Literature | Pacing: 15 days |
| **Range of Reading and Level of Text Complexity** |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. | RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. | [Text Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=hxw9oqsmijwTohLeispEBJGw1h6dbzMmSKC3cr31AFQ%3d&docid=2_111f2cb00ce564b1087509ce87f7fdaa3&rev=1) | Text (Units / Pages)Review Lessons 3, 7, 9, 12, 14 in *Welcome Back, Superkids*Lessons 148-149, 151, 153-154, 159-160, 163, 167-168, 171, 176-177, 179, 183-184, 186-187, 192-193, 195, 199-200, 203, 207-208, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 243-244, 249-250, 252-253, 258-259, 261, 263-264, 267-268, 270-271, 275-276, 279-280, 284-285, 287-288, 293-294, 297-298*Welcome Back, Superkids Beginning-of-the-Year Library:* Books 2, 4, 5, 7, 8*Adventures of the Superkids Easy Library: Units 1, 3, 4, 6, 8**Adventures of the Superkids**On-Level Library:* Units 1, 2, 4, 5, 7*Adventures of the Superkids Challenging Library:*  Units 1, 3, 7, 8, 9*More Adventures of the Superkids Easy Library:*  Units 1, 2, 3, 5, 7, 8, 10*More Adventures of the Superkids On-Level Library:* Units 1, 2, 4, 7, 8*More Adventures of the Superkids Challenging Library:* Units 1, 4, 5, 7, 10*Superkids Skill-Building Book,* pp. 114-118*Differentiated Instruction for Guided Reading card*Texts for instruction include stories, poems, and plays in the Readers, Superkids Library Books, and suggested Read-Aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |

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| Grade: 1 | Unit: Informational Text | Pacing: 10 days |
| **Key Ideas and Details** |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | RI.1.1. Ask and answer questions about key details in a text. | [Text 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Lessons 229-230, 269, 277, 299*Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*More Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*Welcome Back, Superkids Beginning-of-the-Year Library:* Books 1, 3, 6*Adventures of the Superkids Easy Library:* Units 2, 5, 7, 9, 10*Adventures of the Superkids On-Level Library:* Units 3, 6, 8, 9, 10*Adventures of the Superkids Challenging Library:* Units 2, 4, 5, 6, 10*More Adventures of the Superkids Easy Library: Units 4, 6, 9**More Adventures of the Superkids On-Level Library:* Units 3, 5, 6, 9, 10*More Adventures of the Superkids Challenging Library:* Units 2, 3, 6, 8, 9*Superkids Skill-Building Book,* pp. 166-168, 175-176, 178-180Texts for instruction include how-to selections in the Readers, Super-Duper Magazines, Superkids Library Books, and suggested Read-Aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
| NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RI.1.2. Identify the main topic and retell key details of a text. | [Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Lessons 229-230, 269, 277, 299Summarize and Retell Tuck-In in Lesson 231*Adventures of the Superkids Super-Duper Magazines:*  Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*More Adventures of the Superkids Super-Duper Magazines:*  Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*Welcome Back, Superkids Beginning-of-the-Year Library:* Books 1, 3, 6*Adventures of the Superkids Easy Library:* Units 2, 5, 7, 9, 10*Adventures of the Superkids On-Level Library:* Units 3, 6, 8, 9, 10*Adventures of the Superkids Challenging Library:* Units 2, 4, 5, 6, 10*More Adventures of the Superkids Easy Library:* Units 4, 6, 9*More Adventures of the Superkids On-Level Library:* Units 3, 5, 6, 9, 10*More Adventures of the Superkids Challenging Library:* Units 2, 3, 6, 8, 9*Superkids Skill-Building Book,* p. 178Texts for instruction include how-to selections in the Readers, Super-Duper Magazines, Superkids Library Books, and suggested Read-aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
| NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | [Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Lessons 229-230, 277*Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9*More Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*Welcome Back, Superkids Beginning-of-the-Year Library:* Books 1, 3, 6*Adventures of the Superkids Easy Library:* Units 2, 5, 7, 9, 10*Adventures of the Superkids On-Level Library:* Units 3, 8, 9, 10*Adventures of the Superkids Challenging Library:* Units 5, 6, 10*More Adventures of the Superkids Easy Library:*  Units 4, 6, 9*More Adventures of the Superkids On-Level Library:*  Units 5, 10*More Adventures of the Superkids Challenging Library: Units 2, 3, 9**Superkids Skill-Building Book,* pp. 161, 166, 169, 175-176Texts for instruction include how-to selections in the Readers, Super-Duper Magazines, Superkids Library Books, and suggested Read-Aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |

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| Grade: 1 | Unit: Informational Text | Pacing: 10 days |
| **Craft and Structure** |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | [Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Lessons 229-230, 269, 277*Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*More Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*Welcome Back, Superkids Beginning of the Year Library:* Books 1, 3, 6*Adventures of the Superkids Easy Library:*  Units 2, 5, 7, 9, 10*Adventures of the Superkids On-Level Library:*  Units 3, 6, 8, 9, 10*Adventures of the Superkids Challenging Library:*  Units 4. 5, 6, 10*More Adventures of the Superkids Easy Library:* Units 4, 6, 9*More Adventures of the Superkids On-Level Library:* Units 3, 5, 6, 9, 10*More Adventures of the Superkids Challenging Library:* Units 2, 3, 6, 8, 9*Superkids Skill-Building Book*, pp. 148-149Texts for instruction include how-to selections in the Readers, Super-Duper Magazines, Superkids Library Books, and suggested Read-Aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
| NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | [Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Lessons 229-230, 269, 277, 299*Adventures of the Superkids Super-Duper Magazines:* Issues 1, 3, 5, 6, 7, 10*More Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*Welcome Back Superkids Beginning-of-the-Year Library: Book 6**Adventures of the Superkids Easy Library:*  Units *2, 10**Adventures of the Superkids On-Level Library:*  Unit 9*Adventures of the Superkids Challenging Library:*  Units *2, 4, 6, 10**More Adventures of the Superkids On-Level Library:* Units 3, 5, 9*More Adventures of the Superkids Challenging Library:* Units 6, 8, 9*Superkids Skill-Building Book* pp. 36, 175-176Texts for instruction include how-to selections in the Readers, Super-Duper Magazines, Superkids Library Books, and suggested Read-Aloud BooksTechnology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
| NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. | RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | [Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Lessons 229-230, 269, 277, 299*Adventures of the Superkids Super-Duper Magazines:* Issues 1*, 2, 3, 4, 5, 6, 7, 8, 9, 10**More Adventures of the Superkids Super-Duper Magazines:* Issues 1*, 2, 3, 4, 5, 6, 7, 8, 9, 10**Welcome Back, Superkids Beginning-of-the-Year Library:* Books 1, 3, 6*Adventures of the Superkids Easy Library:*  Units 2, 7, 9, 10*Adventures of the Superkids On-Level Library:*  Units 6, 9*Adventures of the Superkids Challenging Library:*  Units 2, 5, 10*More Adventures of the Superkids Easy Library: Units 4, 6, 9**More Adventures of the Superkids On-Level Library: Units 3, 5, 9, 10**More Adventures of the Superkids Challenging Library: Units 2, 3, 6, 8, 9**Superkids Skill-Building Book,* p. 36Texts for instruction include how-to selections in the Readers, Super-Duper Magazines, Superkids Library Books, and suggested Read-Aloud Books. Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |

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| Grade: 1 | Unit: Informational Text | Pacing: 10 days |
| **Integration of Knowledge and Ideas** |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | RI.1.7. Use the illustrations and details in a text to describe its key ideas. | [Text Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=19X%2feUo%2bOG4ijb5%2fQVCXmkYBuimDJk5GhfPlmAL%2b7Qg%3d&docid=2_172d4f1686a774312866a04ba94022073&rev=1)[Text Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=hxw9oqsmijwTohLeispEBJGw1h6dbzMmSKC3cr31AFQ%3d&docid=2_111f2cb00ce564b1087509ce87f7fdaa3&rev=1)[Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1)[T](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Lessons 229-230, 269, 277, 299*Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*More Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*Welcome Back, Superkids Beginning-of-the-Year Library:* Books 1, 3, 6*Adventures of the Superkids Easy Library:* Units 2, 5, 7, 9, 10*Adventures of the Superkids On-Level Library:* Units 3, 6, 8, 9, 10*Adventures of the Superkids Challenging Library:* Units 2, 4, 5, 6, 10*More Adventures of the Superkids Easy Library:* Units 4, 6, 9*More Adventures of the Superkids On-Level Library:* Units 3, 5, 6, 9, 10*More Adventures of the Superkids Challenging Library:* Units 2, 3, 6, 8, 9*Superkids Skill-Building Book* pp. 166, 175-176, 178Texts for instruction include how-to selections in the Readers, Super-Duper Magazines, Superkids Library Books, and suggested Read-Aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
| NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed. | [Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Lessons 229-230*Adventures of the Superkids Super-Duper Magazines:* Issues 3, 6, 9*More Adventures of the Superkids Super-Duper Magazines:* Issues 1, 3, 6, 8, 9, 10*Welcome Back, Superkids Beginning-of-the-Year Library:* Book 6*Adventures of the Superkids Easy Library:* Units 5, 7, 10*Adventures of the Superkids On-Level Library: 8, 9**More Adventures of the Superkids Easy Library:* Unit 9*More Adventures of the Superkids On-Level Library:* Unit 6*More Adventures of the Superkids Challenging Library:* Units 6, 9*Superkids Skill-Building Book,* p. 179Texts for instruction include how-to selections in the Readers, Super-Duper Magazines, Superkids Library Books, and suggested Read-Aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
| NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | [Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Lessons 277, 299Comprehension Tuck-In in Lesson 295*Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 8, 10*More Adventures of the Superkids Super-Duper Magazines:* Issues 1, 3, 9, 10Texts for instruction include how-to selections in the Readers, Super-Duper Magazines, Superkids Library Books, and suggested Read-Aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |

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| Grade: 1 | Unit: Informational Text | Pacing: 15 days |
| **Range of Reading and Level of Text Complexity** |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. | RI.1.10. With prompting and support, read informational texts at grade level text complexity or above. | [Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Lessons 229-230, 269, 277, 299*Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*More Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*Welcome Back, Superkids Beginning-of-the-Year Library:* Books 1, 3, 6*Adventures of the Superkids Easy Library:*  Units 2, 5, 7, 9, 10*Adventures of the Superkids On-Level Library:*  Units 3, 6, 8, 9, 10*Adventures of the Superkids Challenging Library:*  Units 2, 4, 5, 6, 10*More Adventures of the Superkids Easy Library:*  Units 4, 6, 9*Adventures of the Superkids On-Level Library:*  Units 3, 5, 6, 9, 10*Adventures of the Superkids Challenging Library:*  Units 2, 3, 6, 8, 9*Superkids Skill-Building Book,* pp. 114-118*Differentiated Instruction for Guided Reading card*Texts for instruction include how-to selections in the Readers, Super-Duper Magazines, Superkids Library Books, and suggested Read-Aloud Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |

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| Grade: 1 | Unit: Reading Foundation Skills | Pacing: 10 days |
| Print Concepts |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. |  | Text (Units / Pages)Review Lessons 2, 4, and 10 in *Welcome Back,Superkids*DWT Review Lessons 11, 12, 13, 14, 15 in *Welcome Back, Superkids* Writing instruction in Lessons 150, 152, 161, 162, 164, 169, 178, 189, 191, 195, 210, 222, 231, 235, 238, 248, 260, 273, 278, 281, 292, 300Fluency instruction in Lessons 153-154, 159-160, 243-244, 267-268Grammar Tuck-Ins in Lessons 158, 202DWT Lessons 156, 158, 180, 222, 239, 246, 270-271, 286*Superkids Skill-Building Book,* pp. 36-38, 220-223Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
|  | A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | [Sentence Dictation](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Cw1lPcaR4MtnOsFlrVxhSD52pFx82zAZ1SF1HLaOUcE%3d&docid=2_126d9370d0e174ed786dc61515af824c9&rev=1)[Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=o0Qtaf7vKolzS%2fv6JXX9otzZruDPm7r9ZuLwyQc9ncI%3d&docid=2_1f2fe41943b0f4d96a0c926153c1832fd&rev=1) | Text (Units / Pages)Review Lessons 2, 4, and 10 in *Welcome Back,Superkids*DWT Review Lessons 11, 12, 13, 14, 15 in *Welcome Back, Superkids* Writing instruction in Lessons 150, 152, 161, 162, 164, 169, 178, 189, 191, 195, 210, 222, 231, 235, 238, 248, 260, 273, 278, 281, 292, 300Fluency instruction in Lessons 153-154, 159-160, 243-244, 267-268Grammar Tuck-Ins in Lessons 158, 202DWT Lessons 156, 158, 180, 222, 239, 246, 270-271, 286*Superkids Skill-Building Book,* pp. 36-38, 220-223Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |

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| Grade: 1 | Unit: Reading Foundation Skills | Pacing: 15 days |
| **Phonological Awareness** |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |  | Text (Units / Pages)Review Lessons 1, 2, 3, 4, 5, 6, 8, 11 in *Welcome Back, Superkids.*Lessons 146, 157, 165, 174, 190, 227, 228, 247, 256, 257, 266, 282, 283, 291*Superkids Skill-Building Book,* pp. 21-32Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
|  | 1. Distinguish long from short vowel sounds in spoken single-syllable words.
 | [Phonemic Awareness](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=knWaSQAL%2bTiy9e5WSglbubk4ZfoJH0HMPHKS7r9iMpA%3d&docid=2_12d667aa995fa4a42b86a42a21050cdc8&rev=1) | Text (Units / Pages)Review Lessons 1, 2, 3, 4, 5, 6, 8, 11 in *Welcome Back, Superkids.*Lessons 146, 157, 165, 174, 190, 227, 228, 247, 256, 257, 266, 282, 283, 291*Superkids Skill-Building Book,* pp. 21-32Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
|  | 1. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 | [Phonemic Awareness](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=knWaSQAL%2bTiy9e5WSglbubk4ZfoJH0HMPHKS7r9iMpA%3d&docid=2_12d667aa995fa4a42b86a42a21050cdc8&rev=1) | Text (Units / Pages)Review Lessons 1, 2, 3, 4, 5, 6, 8, 11 in *Welcome Back, Superkids.*Lessons 146, 157, 165, 174, 190, 227, 228, 247, 256, 257, 266, 282, 283, 291*Superkids Skill-Building Book,* pp. 21-32Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
|  | 1. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 | [Phonemic Awareness](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=knWaSQAL%2bTiy9e5WSglbubk4ZfoJH0HMPHKS7r9iMpA%3d&docid=2_12d667aa995fa4a42b86a42a21050cdc8&rev=1)[Phonemic Awareness and Word Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=xNb%2bip3OQ7TAPyZnhIxdxvf8b9iiZngNwoGB%2f3evKIc%3d&docid=2_1c66e290436504737b73e4339417a0b88&rev=1) | Text (Units/Pages)Review Lessons 1, 2, 3, 4, 5, 6, 8, 11 in *Welcome Back, Superkids.*Lessons 146, 157, 165, 174, 190, 227, 228, 247, 256, 257, 266, 282, 283, 291*Superkids Skill-Building Book,* pp. 21-32Technology/Open Resources |  |
|  | 1. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
 | [Phonemic Awareness and Word Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=xNb%2bip3OQ7TAPyZnhIxdxvf8b9iiZngNwoGB%2f3evKIc%3d&docid=2_1c66e290436504737b73e4339417a0b88&rev=1) | Text (Units/Pages)Review Lessons 1, 2, 3, 4, 5, 6, 8, 11 in *Welcome Back, Superkids.*Lessons 146, 157, 165, 174, 190, 227, 228, 247, 256, 257, 266, 282, 283, 291*Superkids Skill-Building Book,* pp. 21-32Technology/Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |

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| Grade: 1 | Unit: Reading Foundation Skills | Pacing: 10 days |
| **Phonics and Word Recognition** |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. |  | Text (Units / Pages)Daily Blending Routines and Decoding RoutinesReview Lessons 1-15 in *Welcome Back, Superkids*Lessons 146, 147, 150, 152, 155, 157, 158, 161, 162, 165, 166, 170, 172, 173, 174, 175, 180, 182, 189, 190, 191, 194, 196, 197, 198, 202, 205, 206, 210, 211, 212, 218, 222, 226, 227, 228, 231, 232, 234, 235, 239, 240, 242, 247, 248, 254, 256, 257, 262, 266, 274, 278, 282, 283, 286, 289, 291, 292, 296*Super-Duper Magazines**Superkids Library Books**Superkids Big Book of Decoding**Superkids Skill-Building Book,* pp. 18-19, 55-72, 74-76, 80-89, 93-98, 106-111Technology / Open ResourcesOnline Games:"Tug of War""A Superkids Story""Oswald Paints" |  |
|  | 1. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 | [Phonemic Awareness and Word Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=xNb%2bip3OQ7TAPyZnhIxdxvf8b9iiZngNwoGB%2f3evKIc%3d&docid=2_1c66e290436504737b73e4339417a0b88&rev=1)[Phonemic Awareness and Word Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6VWlShMteKS7%2blHWdw8Oi1UeVk%2f9SwYsLvVHzWG3GBY%3d&docid=2_1b506fba64106420db4321ef4b16ee17c&rev=1) | Text (Units / Pages)Daily Blending Routines and Decoding RoutinesReview Lessons 1-15 in *Welcome Back, Superkids*Lessons 146, 147, 150, 152, 155, 157, 158, 161, 162, 165, 166, 170, 172, 173, 174, 175, 180, 182, 189, 190, 191, 194, 196, 197, 198, 202, 205, 206, 210, 211, 212, 218, 222, 226, 227, 228, 231, 232, 234, 235, 239, 240, 242, 247, 248, 254, 256, 257, 262, 266, 274, 278, 282, 283, 286, 289, 291, 292, 296*Super-Duper Magazines**Superkids Library Books**Superkids Big Book of Decoding**Superkids Skill-Building Book,* pp. 18-19, 55-72, 74-76, 80-89, 93-98, 106-111Technology / Open ResourcesOnline Games:"Tug of War""A Superkids Story""Oswald Paints" |  |
|  | 1. Decode regularly spelled one-syllable words.
 | [Phonemic Awareness](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=knWaSQAL%2bTiy9e5WSglbubk4ZfoJH0HMPHKS7r9iMpA%3d&docid=2_12d667aa995fa4a42b86a42a21050cdc8&rev=1)[Phonemic Awareness and Word Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6VWlShMteKS7%2blHWdw8Oi1UeVk%2f9SwYsLvVHzWG3GBY%3d&docid=2_1b506fba64106420db4321ef4b16ee17c&rev=1) | Text (Units / Pages)Daily Blending Routines and Decoding RoutinesReview Lessons 1-15 in *Welcome Back, Superkids*Lessons 146, 147, 150, 152, 155, 157, 158, 161, 162, 165, 166, 170, 172, 173, 174, 175, 180, 182, 189, 190, 191, 194, 196, 197, 198, 202, 205, 206, 210, 211, 212, 218, 222, 226, 227, 228, 231, 232, 234, 235, 239, 240, 242, 247, 248, 254, 256, 257, 262, 266, 274, 278, 282, 283, 286, 289, 291, 292, 296*Super-Duper Magazines**Superkids Library Books**Superkids Big Book of Decoding**Superkids Skill-Building Book,* Pp. 18-19, 55-72, 74-76, 80-89, 93-98, 106-111Technology / Open ResourcesOnline Games:"Tug of War""A Superkids Story""Oswald Paints" |  |
|  | 1. Know final -e and common vowel team conventions for representing long vowel sounds.
 | [Phonemic Awareness and Word Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6VWlShMteKS7%2blHWdw8Oi1UeVk%2f9SwYsLvVHzWG3GBY%3d&docid=2_1b506fba64106420db4321ef4b16ee17c&rev=1) | Text (Units/Pages)Daily Blending Routines and Decoding RoutinesReview Lessons 1-15 in *Welcome Back, Superkids*Lessons 146, 147, 150, 152, 155, 157, 158, 161, 162, 165, 166, 170, 172, 173, 174, 175, 180, 182, 189, 190, 191, 194, 196, 197, 198, 202, 205, 206, 210, 211, 212, 218, 222, 226, 227, 228, 231, 232, 234, 235, 239, 240, 242, 247, 248, 254, 256, 257, 262, 266, 274, 278, 282, 283, 286, 289, 291, 292, 296*Super-Duper Magazines**Superkids Library Books**Superkids Big Book of Decoding**Superkids Skill-Building Book,* Pp. 18-19, 55-72, 74-76, 80-89, 93-98, 106-111Technology / Open ResourcesOnline Games:"Tug of War""A Superkids Story""Oswald Paints" |  |
|  | 1. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 | [Phonemic Awareness](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=knWaSQAL%2bTiy9e5WSglbubk4ZfoJH0HMPHKS7r9iMpA%3d&docid=2_12d667aa995fa4a42b86a42a21050cdc8&rev=1)[Phonemic Awareness and Word Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6VWlShMteKS7%2blHWdw8Oi1UeVk%2f9SwYsLvVHzWG3GBY%3d&docid=2_1b506fba64106420db4321ef4b16ee17c&rev=1) | Text (Units/Pages)Daily Blending Routines and Decoding RoutinesReview Lessons 1-15 in *Welcome Back, Superkids*Lessons 146, 147, 150, 152, 155, 157, 158, 161, 162, 165, 166, 170, 172, 173, 174, 175, 180, 182, 189, 190, 191, 194, 196, 197, 198, 202, 205, 206, 210, 211, 212, 218, 222, 226, 227, 228, 231, 232, 234, 235, 239, 240, 242, 247, 248, 254, 256, 257, 262, 266, 274, 278, 282, 283, 286, 289, 291, 292, 296*Super-Duper Magazines**Superkids Library Books**Superkids Big Book of Decoding**Superkids Skill-Building Book,* Pp. 18-19, 55-72, 74-76, 80-89, 93-98, 106-111Technology / Open ResourcesOnline Games:"Tug of War""A Superkids Story""Oswald Paints" |  |
|  | 1. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
 |  | Text (Units/Pages)Daily Blending Routines and Decoding RoutinesReview Lessons 1-15 in *Welcome Back, Superkids*Lessons 146, 147, 150, 152, 155, 157, 158, 161, 162, 165, 166, 170, 172, 173, 174, 175, 180, 182, 189, 190, 191, 194, 196, 197, 198, 202, 205, 206, 210, 211, 212, 218, 222, 226, 227, 228, 231, 232, 234, 235, 239, 240, 242, 247, 248, 254, 256, 257, 262, 266, 274, 278, 282, 283, 286, 289, 291, 292, 296*Super-Duper Magazines**Superkids Library Books**Superkids Big Book of Decoding**Superkids Skill-Building Book,* Pp. 18-19, 55-72, 74-76, 80-89, 93-98, 106-111Technology / Open ResourcesOnline Games:"Tug of War""A Superkids Story""Oswald Paints" |  |
|  | 1. Read words with inflectional endings.
 | [Phonemic Awareness and Word Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6VWlShMteKS7%2blHWdw8Oi1UeVk%2f9SwYsLvVHzWG3GBY%3d&docid=2_1b506fba64106420db4321ef4b16ee17c&rev=1) | Text (Units/Pages)Daily Blending Routines and Decoding RoutinesReview Lessons 1-15 in *Welcome Back, Superkids*Lessons 146, 147, 150, 152, 155, 157, 158, 161, 162, 165, 166, 170, 172, 173, 174, 175, 180, 182, 189, 190, 191, 194, 196, 197, 198, 202, 205, 206, 210, 211, 212, 218, 222, 226, 227, 228, 231, 232, 234, 235, 239, 240, 242, 247, 248, 254, 256, 257, 262, 266, 274, 278, 282, 283, 286, 289, 291, 292, 296*Super-Duper Magazines**Superkids Library Books**Superkids Big Book of Decoding**Superkids Skill-Building Book,* Pp. 18-19, 55-72, 74-76, 80-89, 93-98, 106-111Technology / Open ResourcesOnline Games:"Tug of War""A Superkids Story""Oswald Paints" |  |
|  | 1. Recognize and read grade-appropriate irregularly spelled words.
 | [Phonemic Awareness](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=knWaSQAL%2bTiy9e5WSglbubk4ZfoJH0HMPHKS7r9iMpA%3d&docid=2_12d667aa995fa4a42b86a42a21050cdc8&rev=1)[Phonemic Awaremess and Word Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=xNb%2bip3OQ7TAPyZnhIxdxvf8b9iiZngNwoGB%2f3evKIc%3d&docid=2_1c66e290436504737b73e4339417a0b88&rev=1)[Phonemic Awareness and Word Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6VWlShMteKS7%2blHWdw8Oi1UeVk%2f9SwYsLvVHzWG3GBY%3d&docid=2_1b506fba64106420db4321ef4b16ee17c&rev=1) | Text (Units/Pages)Daily Blending Routines and Decoding RoutinesReview Lessons 1-15 in *Welcome Back, Superkids*Lessons 146, 147, 150, 152, 155, 157, 158, 161, 162, 165, 166, 170, 172, 173, 174, 175, 180, 182, 189, 190, 191, 194, 196, 197, 198, 202, 205, 206, 210, 211, 212, 218, 222, 226, 227, 228, 231, 232, 234, 235, 239, 240, 242, 247, 248, 254, 256, 257, 262, 266, 274, 278, 282, 283, 286, 289, 291, 292, 296*Super-Duper Magazines**Superkids Library Books**Superkids Big Book of Decoding**Superkids Skill-Building Book,* Pp. 18-19, 55-72, 74-76, 80-89, 93-98, 106-111Technology / Open ResourcesOnline Games:"Tug of War""A Superkids Story""Oswald Paints" |  |

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| Grade: 1 | Unit: Reading Foundation Skills | Pacing: 10 days |
| **Fluency** |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | RF.1.4. Read with sufficient accuracy and fluency to support comprehension. |  | Text (Units / Pages)Review Lessons 3, 5, 7, 9, 12, 14 in *Welcome Back, Superkids*Lessons 148-149, 151, 153, 154, 159-160, 163, 167-168, 171, 176-177, 179, 183-184, 186-187, 192-193, 195, 199-200, 203, 207-208, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 243-244, 249-250, 252-253, 258-259, 261, 263-264, 267-268, 269, 270-271, 275-276, 277, 279-280, 284-285, 287-288, 293-294, 297-298Independent Activities in Super-Duper MagazinesIndependent Activities in Superkids Library Books*Superkids Skill-Building Book,* pp. 114-118Differentiated Instruction for Guided Reading cardTexts for fluency practice include the Readers, Super-Duper Magazines, and Superkids Library Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
|  | * 1. Read grade-level text with purpose and understanding.
 | [Text Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=19X%2feUo%2bOG4ijb5%2fQVCXmkYBuimDJk5GhfPlmAL%2b7Qg%3d&docid=2_172d4f1686a774312866a04ba94022073&rev=1)[Text Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=hxw9oqsmijwTohLeispEBJGw1h6dbzMmSKC3cr31AFQ%3d&docid=2_111f2cb00ce564b1087509ce87f7fdaa3&rev=1)[Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Review Lessons 3, 5, 7, 9, 12, 14 in *Welcome Back, Superkids*Lessons 148-149, 151, 153, 154, 159-160, 163, 167-168, 171, 176-177, 179, 183-184, 186-187, 192-193, 195, 199-200, 203, 207-208, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 243-244, 249-250, 252-253, 258-259, 261, 263-264, 267-268, 269, 270-271, 275-276, 277, 279-280, 284-285, 287-288, 293-294, 297-298Independent Activities in Super-Duper MagazinesIndependent Activities in Superkids Library Books*Superkids Skill-Building Book,* pp. 114-118Differentiated Instruction for Guided Reading cardTexts for fluency practice include the Readers, Super-Duper Magazines, and Superkids Library Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
|  | 1. Read grade-level text orally with accuracy, appropriate rate, and expression.
 | [Text Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=19X%2feUo%2bOG4ijb5%2fQVCXmkYBuimDJk5GhfPlmAL%2b7Qg%3d&docid=2_172d4f1686a774312866a04ba94022073&rev=1)[Text Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=hxw9oqsmijwTohLeispEBJGw1h6dbzMmSKC3cr31AFQ%3d&docid=2_111f2cb00ce564b1087509ce87f7fdaa3&rev=1)[Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Review Lessons 3, 5, 7, 9, 12, 14 in *Welcome Back, Superkids*Lessons 148-149, 151, 153, 154, 159-160, 163, 167-168, 171, 176-177, 179, 183-184, 186-187, 192-193, 195, 199-200, 203, 207-208, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 243-244, 249-250, 252-253, 258-259, 261, 263-264, 267-268, 269, 270-271, 275-276, 277, 279-280, 284-285, 287-288, 293-294, 297-298Independent Activities in Super-Duper MagazinesIndependent Activities in Superkids Library Books*Superkids Skill-Building Book,* pp. 114-118Differentiated Instruction for Guided Reading cardTexts for fluency practice include the Readers, Super-Duper Magazines, and Superkids Library Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
|  | 1. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 | [Text Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=19X%2feUo%2bOG4ijb5%2fQVCXmkYBuimDJk5GhfPlmAL%2b7Qg%3d&docid=2_172d4f1686a774312866a04ba94022073&rev=1)[Text Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=hxw9oqsmijwTohLeispEBJGw1h6dbzMmSKC3cr31AFQ%3d&docid=2_111f2cb00ce564b1087509ce87f7fdaa3&rev=1)[Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Review Lessons 3, 5, 7, 9, 12, 14 in *Welcome Back, Superkids*Lessons 148-149, 151, 153, 154, 159-160, 163, 167-168, 171, 176-177, 179, 183-184, 186-187, 192-193, 195, 199-200, 203, 207-208, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 243-244, 249-250, 252-253, 258-259, 261, 263-264, 267-268, 269, 270-271, 275-276, 277, 279-280, 284-285, 287-288, 293-294, 297-298Independent Activities in Super-Duper MagazinesIndependent Activities in Superkids Library Books*Superkids Skill-Building Book,* pp. 114-118Differentiated Instruction for Guided Reading cardTexts for fluency practice include the Readers, Super-Duper Magazines, and Superkids Library Books.Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |

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| Grade: 1 | Unit: Writing | Pacing: 15 days |
| Text Types and Purposes |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | [Writing 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=FwZU6YAURgHjqSCnIcVEBVyZMonV4yKJef3RU%2b4sjB0%3d&docid=2_15eab43a9118c4cf69d59fc9cc9527cbe&rev=1) | Text (Units / Pages)Lessons 181, 195, 210, 235, 238, 255DWT Lessons 176-177, 179, 199-200, 201, 202, 243-244, 245, 277, 284-285, 292, 293-294, 297-298Independent writing activities for *More Adventures of the Superkids* Unit 7, p. 85; Unit 8, pp. 88, 89; Unit 10, p. 63Independent Activities in:* *Adventures of the Superkids Super-Duper Magazines:* Issue 2
* *More Adventures of the Superkids Super-Duper Magazines:* Issue 7
* *Welcome Back, Superkids Beginning-of-the-Year Library:* Book 6
* *Adventures of the Superkids Easy Library:* Units 6, 9
* *Adventures of the Superkids On-Level Library:* Units 7, 8, 10

*Superkids Skill-Building Book,* pp. 249-251Technology / Open Resources |  |
| NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | [Writing 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=kbeApBN3JO1RcV54gEoztL4Rg1GtH2Gm0%2bM8L4Artkg%3d&docid=2_1cba1d90c8c5148c1973bb38b17655526&rev=1) | Text (Units / Pages)Review Lessons 4, 10, and 15 in *Welcome Back, Superkids*Lessons 152, 164, 210, 231, 269, 278, 300DWT Lessons 164, 183-184, 186-187, 191, 192-193, 231, 232, 233, 234, 235, 236-237, 258-259, 260, 261, 263-264, 266, 267-268, 270-271Independent Activities in:* *Adventures of the Superkids Super-Duper Magazines:* Issues 8, 9
* *More Adventures of the Superkids Super-Duper Magazines:* Issues 5, 8, 9
* *Adventures of the Superkids Challenging Library:* Unit 4

*Superkids Skill-Building Book,* pp. 239-240, 249-251Technology / Open Resources |  |
| NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | [Story Board and Share](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=4krVXX0Snbt1ecWeHq%2fVEV5VUWF91WVjM8Y%2fU21zQZg%3d&docid=2_143d102a2db0543cc8e7ce4d2fee7a965&rev=1)[Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=o0Qtaf7vKolzS%2fv6JXX9otzZruDPm7r9ZuLwyQc9ncI%3d&docid=2_1f2fe41943b0f4d96a0c926153c1832fd&rev=1) | Text (Units / Pages)Lessons 169, 170, 178, 189, 204, 206, 218, 222, 246, 248, 281, 290, 292DWT Lessons 148-149, 153-154, 155, 167-168, 170, 171, 195, 213-218, 279-280, 281, 283, 287-288Independent writing activities for *More Adventures of the Superkids,* Unit 4 , p. 80; Unit 5, p. 94; Unit 6 p. 97Independent Activities in:* *Adventures of the Superkids On-Level Library: Unit 2*
* *Adventures of the Superkids Challenging Library:* Unit 3
* *More Adventures of the Superkids Challenging Library:* Units 3, 10

*Superkids Skill-Building Book,*pp. 241, 249, 251Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |

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| Grade: 1 | Unit: Writing | Pacing: 10 days |
| Production and Distribution of Writing |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | W.1.4. (Begins in grade 3) |  | Text (Units / Pages)N/ATechnology / Open Resources |  |
| NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. | [Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=o0Qtaf7vKolzS%2fv6JXX9otzZruDPm7r9ZuLwyQc9ncI%3d&docid=2_1f2fe41943b0f4d96a0c926153c1832fd&rev=1)[Writing 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=kbeApBN3JO1RcV54gEoztL4Rg1GtH2Gm0%2bM8L4Artkg%3d&docid=2_1cba1d90c8c5148c1973bb38b17655526&rev=1)[Writing 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=FwZU6YAURgHjqSCnIcVEBVyZMonV4yKJef3RU%2b4sjB0%3d&docid=2_15eab43a9118c4cf69d59fc9cc9527cbe&rev=1) | Text (Units / Pages)Lessons 150, 155, 169, 189, 191, 206, 210, 222, 231, 248, 292DWT Lessons 171, 220-221, 238, 269, 286*Superkids Skill-Building Book,* pp. 239-242Technology / Open Resources |  |
| NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  | [Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=o0Qtaf7vKolzS%2fv6JXX9otzZruDPm7r9ZuLwyQc9ncI%3d&docid=2_1f2fe41943b0f4d96a0c926153c1832fd&rev=1)[Writing 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=kbeApBN3JO1RcV54gEoztL4Rg1GtH2Gm0%2bM8L4Artkg%3d&docid=2_1cba1d90c8c5148c1973bb38b17655526&rev=1) | Text (Units / Pages)Lessons 251, 295DWT Lessons 195, 223-224, 225, 226, 240, 246, 254, 273, 287-288, 289, 299Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |

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| Grade: 1 | Unit: Writing | Pacing: 15 days |
| Research to Build and Present Knowledge |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. | W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | [Writing 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=kbeApBN3JO1RcV54gEoztL4Rg1GtH2Gm0%2bM8L4Artkg%3d&docid=2_1cba1d90c8c5148c1973bb38b17655526&rev=1) | Text (Units / Pages)Lessons 161, 162, 299, 300DWT Lessons 161, 163, 164, 196, 227, 228, 231, 232, 233, 234, 235, 236-237, 262, 263-264*More Adventures of the Superkids Super-Duper Magazines:* Issue 9*Superkids Skill-Building Book, p. 166.*Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
| NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | [Text Reading](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=19X%2feUo%2bOG4ijb5%2fQVCXmkYBuimDJk5GhfPlmAL%2b7Qg%3d&docid=2_172d4f1686a774312866a04ba94022073&rev=1)[Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=o0Qtaf7vKolzS%2fv6JXX9otzZruDPm7r9ZuLwyQc9ncI%3d&docid=2_1f2fe41943b0f4d96a0c926153c1832fd&rev=1)[Writing 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=kbeApBN3JO1RcV54gEoztL4Rg1GtH2Gm0%2bM8L4Artkg%3d&docid=2_1cba1d90c8c5148c1973bb38b17655526&rev=1)[Writing 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=FwZU6YAURgHjqSCnIcVEBVyZMonV4yKJef3RU%2b4sjB0%3d&docid=2_15eab43a9118c4cf69d59fc9cc9527cbe&rev=1) | Text (Units / Pages)Lessons 161, 16, 223-224, 299DWT Lessons 151, 157, 158, 159-160, 161, 163, 164, 167-168, 191, 192-193, 195, 196, 199-200, 203, 207-208, 213-214, 217, 220-221, 223-224, 228, 229-237, 243-244, 245, 249-250, 252-253, 258-259, 260, 261, 262, 263-264, 266, 275-276, 279-280Independent Activities in:* *Adventures of the Superkids Super-Duper Magazines:* Issue 3
* *More Adventures of the Superkids Super-Duper Magazines:* Issue 9

*Superkids Skill-Building Book,* p. 166Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
| NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | W.1.9. (Begins in grade 4) |  | Text (Units / Pages)N/A |  |
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| Grade: 1 | Unit: Writing | Pacing: 15 days |
| Range of Writing |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | Begins in Grade 3 |  | Text (Units / Pages)N/ATechnology / Open Resources |  |

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| Grade: 1 | Unit: Speaking and Listening | Pacing: 10 days |
| Comprehension and Collaboration |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. | SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.  | [Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6Ni6%2bwORvjJ0BfY19z9eRQTmcLsxssLU6RA2gKMIbAg%3d&docid=2_1a305a0fb355d4a8789ebdb9b499fe020&rev=1) | Text (Units / Pages)Lessons 148-149, 151, 153-154, 159-160, 163, 167-168, 171, 176-177, 179, 183-184, 186-187, 192-193, 195, 199-200, 203, 207-208, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 243-244, 249-250, 252-253, 258-259, 261, 263-264, 267-268, 269, 270-271, 275-276, 277, 279-280, 284-285, 287-288, 293-294, 297-298Planning and sharing about writing in Lessons 152, 155, 164, 169, 170, 172, 178, 180, 185, 189, 191, 201, 204, 206, 215, 216, 218, 222, 231, 238, 245, 248, 255, 260, 262, 269, 278, 283, 286, 290, 292, 299Planning and sharing about writing in DWT Lessons 147, 150, 152, 156, 157, 158, 159-160, 162, 165, 173, 174, 181, 182, 195, 201, 204, 226, 227, 240, 241, 242, 248, 249-250, 252-253, 255, 256, 258-259, 262, 273, 277, 290, 291, 293-294, 300*Super-Duper Magazines**Superkids Library Books*Technology / Open Resources |  |
|  | A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | [Story Board and Share](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=4krVXX0Snbt1ecWeHq%2fVEV5VUWF91WVjM8Y%2fU21zQZg%3d&docid=2_143d102a2db0543cc8e7ce4d2fee7a965&rev=1)[Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6Ni6%2bwORvjJ0BfY19z9eRQTmcLsxssLU6RA2gKMIbAg%3d&docid=2_1a305a0fb355d4a8789ebdb9b499fe020&rev=1) | Text (Units/Pages)Lessons 148-149, 151, 153-154, 159-160, 163, 167-168, 171, 176-177, 179, 183-184, 186-187, 192-193, 195, 199-200, 203, 207-208, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 243-244, 249-250, 252-253, 258-259, 261, 263-264, 267-268, 269, 270-271, 275-276, 277, 279-280, 284-285, 287-288, 293-294, 297-298Planning and sharing about writing in Lessons 152, 155, 164, 169, 170, 172, 178, 180, 185, 189, 191, 201, 204, 206, 215, 216, 218, 222, 231, 238, 245, 248, 255, 260, 262, 269, 278, 283, 286, 290, 292, 299Planning and sharing about writing in DWT Lessons 147, 150, 152, 156, 157, 158, 159-160, 162, 165, 173, 174, 181, 182, 195, 201, 204, 226, 227, 240, 241, 242, 248, 249-250, 252-253, 255, 256, 258-259, 262, 273, 277, 290, 291, 293-294, 300*Super-Duper Magazines**Superkids Library Books*Technology/Open Resources |  |
|  | 1. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 | [Story Board and Share](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=4krVXX0Snbt1ecWeHq%2fVEV5VUWF91WVjM8Y%2fU21zQZg%3d&docid=2_143d102a2db0543cc8e7ce4d2fee7a965&rev=1)[Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6Ni6%2bwORvjJ0BfY19z9eRQTmcLsxssLU6RA2gKMIbAg%3d&docid=2_1a305a0fb355d4a8789ebdb9b499fe020&rev=1) | Text (Units/Pages)Lessons 148-149, 151, 153-154, 159-160, 163, 167-168, 171, 176-177, 179, 183-184, 186-187, 192-193, 195, 199-200, 203, 207-208, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 243-244, 249-250, 252-253, 258-259, 261, 263-264, 267-268, 269, 270-271, 275-276, 277, 279-280, 284-285, 287-288, 293-294, 297-298Planning and sharing about writing in Lessons 152, 155, 164, 169, 170, 172, 178, 180, 185, 189, 191, 201, 204, 206, 215, 216, 218, 222, 231, 238, 245, 248, 255, 260, 262, 269, 278, 283, 286, 290, 292, 299Planning and sharing about writing in DWT Lessons 147, 150, 152, 156, 157, 158, 159-160, 162, 165, 173, 174, 181, 182, 195, 201, 204, 226, 227, 240, 241, 242, 248, 249-250, 252-253, 255, 256, 258-259, 262, 273, 277, 290, 291, 293-294, 300*Super-Duper Magazines**Superkids Library Books*Technology/Open Resources |  |
|  | 1. Ask questions to clear up any confusion about the topics and texts under discussion.
 | [Story Board and Share](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=4krVXX0Snbt1ecWeHq%2fVEV5VUWF91WVjM8Y%2fU21zQZg%3d&docid=2_143d102a2db0543cc8e7ce4d2fee7a965&rev=1)[Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6Ni6%2bwORvjJ0BfY19z9eRQTmcLsxssLU6RA2gKMIbAg%3d&docid=2_1a305a0fb355d4a8789ebdb9b499fe020&rev=1) | Text (Units/Pages)Lessons 148-149, 151, 153-154, 159-160, 163, 167-168, 171, 176-177, 179, 183-184, 186-187, 192-193, 195, 199-200, 203, 207-208, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 243-244, 249-250, 252-253, 258-259, 261, 263-264, 267-268, 269, 270-271, 275-276, 277, 279-280, 284-285, 287-288, 293-294, 297-298Planning and sharing about writing in Lessons 152, 155, 164, 169, 170, 172, 178, 180, 185, 189, 191, 201, 204, 206, 215, 216, 218, 222, 231, 238, 245, 248, 255, 260, 262, 269, 278, 283, 286, 290, 292, 299Planning and sharing about writing in DWT Lessons 147, 150, 152, 156, 157, 158, 159-160, 162, 165, 173, 174, 181, 182, 195, 201, 204, 226, 227, 240, 241, 242, 248, 249-250, 252-253, 255, 256, 258-259, 262, 273, 277, 290, 291, 293-294, 300*Super-Duper Magazines**Superkids Library Books*Technology/Open Resources |  |
| NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  | SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | [Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Discussions generated from suggested Read-Aloud Books, recorded readings and songs on CD, The Story of the Superkids' Bus (online), and Character Song Animations (online).Sharing about writing in Lessons 152, 155, 164, 170, 172, 178, 180, 189, 191, 225, 238, 251, 255, 262, 269, 295, 299, 300Discussing and sharing about writing in DWT Lessons 146, 150, 157, 158, 159-160, 171, 173, 174, 181, 189, 196, 204, 226, 227, 231, 234, 240, 255, 273, 290, 300Technology / Open Resources |  |
| NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. | SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | [Text Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=hxw9oqsmijwTohLeispEBJGw1h6dbzMmSKC3cr31AFQ%3d&docid=2_111f2cb00ce564b1087509ce87f7fdaa3&rev=1) | Text (Units / Pages)Lasting Lesson discussions in Lessons 148-149, 153-154, 159-160, 167-168, 176-177, 183-184, 192-193, 199-200, 207-208, 213-214, 220-221, 229-230, 236-237, 243-244, 249-250, 252-253, 263-264, 270-271, 275-276, 287-288, 293-294, 297-298Planning and sharing about writing in Lessons 152, 155, 164, 169, 170, 172, 178, 180, 185, 189, 191, 201, 204, 206, 215, 216, 218, 222, 231, 238, 245, 248, 255, 260, 262, 269, 178, 283, 186, 290, 292, 299Planning and sharing about writing in DWT Lessons 146, 150, 151, 156, 158, 159-160, 170, 172, 173, 174, 175, 181, 190, 192-193, 195, 198, 204, 205, 206, 210, 211, 212, 215, 216, 217, 218, 219, 226, 227, 232, 233, 234, 240, 241, 242, 245, 247, 255, 260, 269, 273, 274, 284-285, 290Guided reading for *Super-Duper Magazines*Guide reading as needed and discuss the book after reading it for Superkids Library BooksTechnology / Open Resources |  |

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| Grade: 1 | Unit:  | Pacing: 10 days |
| Presentation of Knowledge and Ideas |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |  | Text (Units / Pages)Review Lesson 10 in *Welcome Back, Superkids*Building-background discussions in Lessons 148-149, 151, 153-154, 159-160, 163, 167-168, 171, 176-177, 179, 183-184, 186-187, 192-193, 195, 199-200, 203, 207-208, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 243-244, 249-250, 252-253, 258-259, 261, 263-264, 267-268, 269, 270-271, 275-276, 277, 279-280, 284-285, 287-288, 293-294, 297-298Lessons 185, 215, 218, 231, 251, 269, 273, 283Vocabulary or Grammar Tuck-Ins in Lessons 204, 215, 234, 245, 246, 260, 272, 278, 281DWT Lessons 152, 166, 171, 182, 189, 248, 249-250, 252-253, 275-276, 291*Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9*More Adventures of the Superkids Super-Duper Magazines:* Issues 2, 3, 6, 10*Welcome Back, Superkids Beginning-of-the-Year Library:* Book 1*Adventures of the Superkids Easy Library:* Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*Adventures of the Superkids On-Level Library:* Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*Adventures of the Superkids Challenging Library:* Units 1, 2, 3, 4, 5, 6, 7, 8, 9*More Adventures of the Superkids Easy Library:* Units 1, 2, 6*Adventures of the Superkids On-Level Library:* Units 1, 5*Adventures of the Superkids Challenging Library:* Unit 2*Superkids Skill-Building Book,* pp. 128-129, 215, 216Technology / Open Resources |  |
| NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | [Sentence Dictation](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Cw1lPcaR4MtnOsFlrVxhSD52pFx82zAZ1SF1HLaOUcE%3d&docid=2_126d9370d0e174ed786dc61515af824c9&rev=1)[Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=o0Qtaf7vKolzS%2fv6JXX9otzZruDPm7r9ZuLwyQc9ncI%3d&docid=2_1f2fe41943b0f4d96a0c926153c1832fd&rev=1) | Text (Units / Pages)Review Lesson 10 in Welcome Back, SuperkidsSharing about pictures and writing in Lessons 150, 164, 172, 180, 185, 189, 225, 238, 251, 269, 283, 295, 300DWT Lessons 148-149, 151, 153-154, 159-160, 163, 167-168, 169, 170, 178, 179, 185, 191, 192-193, 196, 225, 226, 232, 240, 242, 246, 257, 265, 278, 282, 289*Adventures of the Super-Duper Magazines:* Issues 1, 2, 6, 7, 8, 9*More Adventures of the Super-Duper Magazines:* Issues 2, 6, 10*Welcome Back, Superkids Beginning-of-the-Year Library: Book 1**Adventures of the Superkids Easy Library: Units 4, 5, 6, 9**Adventures of the Superkids On-Level Library: Unit 9**Adventures of the Superkids Challenging Library: Units 1, 4, 5, 6, 7**More Adventures of the Superkids Easy Library: Units 1, 2, 6**More Adventures of the Superkids On-Level Library: Units 1, 5*Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |
| NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | SL.1.6. Produce complete sentences when appropriate to task and situation. | [Writing 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=kbeApBN3JO1RcV54gEoztL4Rg1GtH2Gm0%2bM8L4Artkg%3d&docid=2_1cba1d90c8c5148c1973bb38b17655526&rev=1) | Text (Units / Pages)Discussions about Reader texts, Super-Duper Magazines, Superkids Library Books, and suggested Read-Aloud textsDWT Review Lessons 13, 14, 15 in *Welcome Back Superkids*Lasting Lesson discussionsin Lessons 148-149, 153-154, 159-160, 167-168, 176-177, 183-184, 192-193, 199-200, 207-208, 213-214, 220-221, 229-230, 236-237, 243-244, 249-250, 252-253, 263-264, 270-271, 275-276, 287-288, 293-294, 297-298Sharing about pictures and writing in Lessons 150, 164, 172, 180, 185, 189, 225, 238, 251, 269, 283, 295, 300Dictating sentences and sharing about writing in DWT Lessons 146, 152, 157, 158, 159-160, 162, 165, 171, 173, 174, 175, 181, 189, 204, 226, 227, 228, 231, 234, 240, 247, 255, 261, 273, 277, 290, 300Summarize and Retell Tuck-Ins in Lessons 150, 155, 161, 169, 178, 185, 194, 209, 215, 222, 225, 231, 238, 245, 251, 254, 260, 265, 269, 272, 278, 281, 286, 289, 295, 299*Superkids Skill-Building Book,* p. 14Technology / Open Resources[Reading Eggs](http://readingeggs.com/)[Read Works](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&sqi=2&ved=0ahUKEwjnuYnv09fOAhUE6iYKHa3lDs8QFggcMAA&url=http%3A%2F%2Fwww.readworks.org%2F&usg=AFQjCNE1CXEkXCJCHhXK5g8t_uYH088_Lg&bvm=bv.129759880,d.eWE)[Newsela](https://newsela.com/) |  |

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| Grade: 1 | Unit: Language | Pacing: 10 days |
| **Conventions of Standard English** |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |  | Text (Units / Pages)Daily Handwriting RoutinesReview Lessons 1-6, 10, 15 in *Welcome Back, Superkids*DWT Review Lessons 11-15 in *Welcome Back, Superkids*Lessons 147, 150, 152, 155, 161, 162, 164, 169, 170, 174, 175, 178, 180, 181, 182, 185, 188, 189, 191, 195, 196, 198, 202, 204, 205, 206, 210, 215, 216, 218, 222, 225, 231, 232, 234, 235, 238, 239, 241, 246, 248, 251, 255, 260, 265, 273, 278, 281, 290, 292, 295, 300DWT Lessons 150, 151, 156, 158, 159-160, 175, 176-177, 180, 182, 183-184, 194, 197, 198, 199-200, 211, 222, 223-224, 239, 240, 246, 247, 251, 254, 258-259, 261, 267-268, 270-271, 282, 286, 293-294, 297-298, 299*Superkids Skill-Building Book,* pp. 45-52, 206-219, 235-237, 241*Superkids Guide to Forming Manuscript Letters*Technology / Open ResourcesOnline Game:"A Superkids Story" |  |
|  | 1. Print all upper- and lowercase letters.
 | [Sentence Dictation](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Cw1lPcaR4MtnOsFlrVxhSD52pFx82zAZ1SF1HLaOUcE%3d&docid=2_126d9370d0e174ed786dc61515af824c9&rev=1) | Text (Units / Pages)Daily Handwriting RoutinesReview Lessons 1-6, 10, 15 in *Welcome Back, Superkids*DWT Review Lessons 11-15 in *Welcome Back, Superkids*Lessons 147, 150, 152, 155, 161, 162, 164, 169, 170, 174, 175, 178, 180, 181, 182, 185, 188, 189, 191, 195, 196, 198, 202, 204, 205, 206, 210, 215, 216, 218, 222, 225, 231, 232, 234, 235, 238, 239, 241, 246, 248, 251, 255, 260, 265, 273, 278, 281, 290, 292, 295, 300DWT Lessons 150, 151, 156, 158, 159-160, 175, 176-177, 180, 182, 183-184, 194, 197, 198, 199-200, 211, 222, 223-224, 239, 240, 246, 247, 251, 254, 258-259, 261, 267-268, 270-271, 282, 286, 293-294, 297-298, 299*Superkids Skill-Building Book,* pp. 45-52, 206-219, 235-237, 241*Superkids Guide to Forming Manuscript Letters*Technology / Open ResourcesOnline Game:"A Superkids Story" |  |
|  | 1. Use common, proper, and possessive nouns.
 | [Writing 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=FwZU6YAURgHjqSCnIcVEBVyZMonV4yKJef3RU%2b4sjB0%3d&docid=2_15eab43a9118c4cf69d59fc9cc9527cbe&rev=1) | Text (Units / Pages)Daily Handwriting RoutinesReview Lessons 1-6, 10, 15 in *Welcome Back, Superkids*DWT Review Lessons 11-15 in *Welcome Back, Superkids*Lessons 147, 150, 152, 155, 161, 162, 164, 169, 170, 174, 175, 178, 180, 181, 182, 185, 188, 189, 191, 195, 196, 198, 202, 204, 205, 206, 210, 215, 216, 218, 222, 225, 231, 232, 234, 235, 238, 239, 241, 246, 248, 251, 255, 260, 265, 273, 278, 281, 290, 292, 295, 300DWT Lessons 150, 151, 156, 158, 159-160, 175, 176-177, 180, 182, 183-184, 194, 197, 198, 199-200, 211, 222, 223-224, 239, 240, 246, 247, 251, 254, 258-259, 261, 267-268, 270-271, 282, 286, 293-294, 297-298, 299*Superkids Skill-Building Book,* pp. 45-52, 206-219, 235-237, 241*Superkids Guide to Forming Manuscript Letters*Technology / Open ResourcesOnline Game:"A Superkids Story" |  |
|  | 1. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 | [Writing 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=FwZU6YAURgHjqSCnIcVEBVyZMonV4yKJef3RU%2b4sjB0%3d&docid=2_15eab43a9118c4cf69d59fc9cc9527cbe&rev=1) | Text (Units / Pages)Daily Handwriting RoutinesReview Lessons 1-6, 10, 15 in *Welcome Back, Superkids*DWT Review Lessons 11-15 in *Welcome Back, Superkids*Lessons 147, 150, 152, 155, 161, 162, 164, 169, 170, 174, 175, 178, 180, 181, 182, 185, 188, 189, 191, 195, 196, 198, 202, 204, 205, 206, 210, 215, 216, 218, 222, 225, 231, 232, 234, 235, 238, 239, 241, 246, 248, 251, 255, 260, 265, 273, 278, 281, 290, 292, 295, 300DWT Lessons 150, 151, 156, 158, 159-160, 175, 176-177, 180, 182, 183-184, 194, 197, 198, 199-200, 211, 222, 223-224, 239, 240, 246, 247, 251, 254, 258-259, 261, 267-268, 270-271, 282, 286, 293-294, 297-298, 299*Superkids Skill-Building Book,* pp. 45-52, 206-219, 235-237, 241*Superkids Guide to Forming Manuscript Letters*Technology / Open ResourcesOnline Game:"A Superkids Story" |  |
|  | 1. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 | [Writing 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=kbeApBN3JO1RcV54gEoztL4Rg1GtH2Gm0%2bM8L4Artkg%3d&docid=2_1cba1d90c8c5148c1973bb38b17655526&rev=1) | Text (Units / Pages)Daily Handwriting RoutinesReview Lessons 1-6, 10, 15 in *Welcome Back, Superkids*DWT Review Lessons 11-15 in *Welcome Back, Superkids*Lessons 147, 150, 152, 155, 161, 162, 164, 169, 170, 174, 175, 178, 180, 181, 182, 185, 188, 189, 191, 195, 196, 198, 202, 204, 205, 206, 210, 215, 216, 218, 222, 225, 231, 232, 234, 235, 238, 239, 241, 246, 248, 251, 255, 260, 265, 273, 278, 281, 290, 292, 295, 300DWT Lessons 150, 151, 156, 158, 159-160, 175, 176-177, 180, 182, 183-184, 194, 197, 198, 199-200, 211, 222, 223-224, 239, 240, 246, 247, 251, 254, 258-259, 261, 267-268, 270-271, 282, 286, 293-294, 297-298, 299*Superkids Skill-Building Book,* pp. 45-52, 206-219, 235-237, 241*Superkids Guide to Forming Manuscript Letters*Technology / Open ResourcesOnline Game:"A Superkids Story" |  |
|  | 1. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 | [Writing 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=FwZU6YAURgHjqSCnIcVEBVyZMonV4yKJef3RU%2b4sjB0%3d&docid=2_15eab43a9118c4cf69d59fc9cc9527cbe&rev=1) | Text (Units / Pages)Daily Handwriting RoutinesReview Lessons 1-6, 10, 15 in *Welcome Back, Superkids*DWT Review Lessons 11-15 in *Welcome Back, Superkids*Lessons 147, 150, 152, 155, 161, 162, 164, 169, 170, 174, 175, 178, 180, 181, 182, 185, 188, 189, 191, 195, 196, 198, 202, 204, 205, 206, 210, 215, 216, 218, 222, 225, 231, 232, 234, 235, 238, 239, 241, 246, 248, 251, 255, 260, 265, 273, 278, 281, 290, 292, 295, 300DWT Lessons 150, 151, 156, 158, 159-160, 175, 176-177, 180, 182, 183-184, 194, 197, 198, 199-200, 211, 222, 223-224, 239, 240, 246, 247, 251, 254, 258-259, 261, 267-268, 270-271, 282, 286, 293-294, 297-298, 299*Superkids Skill-Building Book,* pp. 45-52, 206-219, 235-237, 241*Superkids Guide to Forming Manuscript Letters*Technology / Open ResourcesOnline Game:"A Superkids Story" |  |
|  | 1. Use frequently occurring adjectives.
 | [Story Board and Share](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=4krVXX0Snbt1ecWeHq%2fVEV5VUWF91WVjM8Y%2fU21zQZg%3d&docid=2_143d102a2db0543cc8e7ce4d2fee7a965&rev=1) | Text (Units / Pages)Daily Handwriting RoutinesReview Lessons 1-6, 10, 15 in *Welcome Back, Superkids*DWT Review Lessons 11-15 in *Welcome Back, Superkids*Lessons 147, 150, 152, 155, 161, 162, 164, 169, 170, 174, 175, 178, 180, 181, 182, 185, 188, 189, 191, 195, 196, 198, 202, 204, 205, 206, 210, 215, 216, 218, 222, 225, 231, 232, 234, 235, 238, 239, 241, 246, 248, 251, 255, 260, 265, 273, 278, 281, 290, 292, 295, 300DWT Lessons 150, 151, 156, 158, 159-160, 175, 176-177, 180, 182, 183-184, 194, 197, 198, 199-200, 211, 222, 223-224, 239, 240, 246, 247, 251, 254, 258-259, 261, 267-268, 270-271, 282, 286, 293-294, 297-298, 299*Superkids Skill-Building Book,* pp. 45-52, 206-219, 235-237, 241*Superkids Guide to Forming Manuscript Letters*Technology / Open ResourcesOnline Game:"A Superkids Story" |  |
|  | 1. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 | [Writing 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=kbeApBN3JO1RcV54gEoztL4Rg1GtH2Gm0%2bM8L4Artkg%3d&docid=2_1cba1d90c8c5148c1973bb38b17655526&rev=1) | Text (Units / Pages)Daily Handwriting RoutinesReview Lessons 1-6, 10, 15 in *Welcome Back, Superkids*DWT Review Lessons 11-15 in *Welcome Back, Superkids*Lessons 147, 150, 152, 155, 161, 162, 164, 169, 170, 174, 175, 178, 180, 181, 182, 185, 188, 189, 191, 195, 196, 198, 202, 204, 205, 206, 210, 215, 216, 218, 222, 225, 231, 232, 234, 235, 238, 239, 241, 246, 248, 251, 255, 260, 265, 273, 278, 281, 290, 292, 295, 300DWT Lessons 150, 151, 156, 158, 159-160, 175, 176-177, 180, 182, 183-184, 194, 197, 198, 199-200, 211, 222, 223-224, 239, 240, 246, 247, 251, 254, 258-259, 261, 267-268, 270-271, 282, 286, 293-294, 297-298, 299*Superkids Skill-Building Book,* pp. 45-52, 206-219, 235-237, 241*Superkids Guide to Forming Manuscript Letters*Technology / Open ResourcesOnline Game:"A Superkids Story" |  |
|  | 1. Use determiners (e.g., articles, demonstratives).
 | [Writing 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=kbeApBN3JO1RcV54gEoztL4Rg1GtH2Gm0%2bM8L4Artkg%3d&docid=2_1cba1d90c8c5148c1973bb38b17655526&rev=1) | Text (Units / Pages)Daily Handwriting RoutinesReview Lessons 1-6, 10, 15 in *Welcome Back, Superkids*DWT Review Lessons 11-15 in *Welcome Back, Superkids*Lessons 147, 150, 152, 155, 161, 162, 164, 169, 170, 174, 175, 178, 180, 181, 182, 185, 188, 189, 191, 195, 196, 198, 202, 204, 205, 206, 210, 215, 216, 218, 222, 225, 231, 232, 234, 235, 238, 239, 241, 246, 248, 251, 255, 260, 265, 273, 278, 281, 290, 292, 295, 300DWT Lessons 150, 151, 156, 158, 159-160, 175, 176-177, 180, 182, 183-184, 194, 197, 198, 199-200, 211, 222, 223-224, 239, 240, 246, 247, 251, 254, 258-259, 261, 267-268, 270-271, 282, 286, 293-294, 297-298, 299*Superkids Skill-Building Book,* pp. 45-52, 206-219, 235-237, 241*Superkids Guide to Forming Manuscript Letters*Technology / Open ResourcesOnline Game:"A Superkids Story" |  |
|  | 1. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 | [Writing 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=kbeApBN3JO1RcV54gEoztL4Rg1GtH2Gm0%2bM8L4Artkg%3d&docid=2_1cba1d90c8c5148c1973bb38b17655526&rev=1) | Text (Units / Pages)Daily Handwriting RoutinesReview Lessons 1-6, 10, 15 in *Welcome Back, Superkids*DWT Review Lessons 11-15 in *Welcome Back, Superkids*Lessons 147, 150, 152, 155, 161, 162, 164, 169, 170, 174, 175, 178, 180, 181, 182, 185, 188, 189, 191, 195, 196, 198, 202, 204, 205, 206, 210, 215, 216, 218, 222, 225, 231, 232, 234, 235, 238, 239, 241, 246, 248, 251, 255, 260, 265, 273, 278, 281, 290, 292, 295, 300DWT Lessons 150, 151, 156, 158, 159-160, 175, 176-177, 180, 182, 183-184, 194, 197, 198, 199-200, 211, 222, 223-224, 239, 240, 246, 247, 251, 254, 258-259, 261, 267-268, 270-271, 282, 286, 293-294, 297-298, 299*Superkids Skill-Building Book,* pp. 45-52, 206-219, 235-237, 241*Superkids Guide to Forming Manuscript Letters*Technology / Open ResourcesOnline Game:"A Superkids Story" |  |
|  | 1. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
 |  | Text (Units / Pages)Daily Handwriting RoutinesReview Lessons 1-6, 10, 15 in *Welcome Back, Superkids*DWT Review Lessons 11-15 in *Welcome Back, Superkids*Lessons 147, 150, 152, 155, 161, 162, 164, 169, 170, 174, 175, 178, 180, 181, 182, 185, 188, 189, 191, 195, 196, 198, 202, 204, 205, 206, 210, 215, 216, 218, 222, 225, 231, 232, 234, 235, 238, 239, 241, 246, 248, 251, 255, 260, 265, 273, 278, 281, 290, 292, 295, 300DWT Lessons 150, 151, 156, 158, 159-160, 175, 176-177, 180, 182, 183-184, 194, 197, 198, 199-200, 211, 222, 223-224, 239, 240, 246, 247, 251, 254, 258-259, 261, 267-268, 270-271, 282, 286, 293-294, 297-298, 299*Superkids Skill-Building Book,* pp. 45-52, 206-219, 235-237, 241*Superkids Guide to Forming Manuscript Letters*Technology / Open ResourcesOnline Game:"A Superkids Story" |  |
| NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |  | Text (Units / Pages)Daily Dictation and SpellingReview Lessons 2, 8, 9, 10, 11 in *Welcome Back, Superkids*DWT Review Lessons 1, 12, 14 in *Welcome Back, Superkids*Lessons 147, 150, 152, 155, 156, 158, 161, 162, 164, 166, 170, 172, 173, 175, 178, 180, 181, 182, 185, 188, 189, 191, 194, 195, 196, 198, 202, 204, 205, 206, 210, 211, 212, 216, 218, 219, 222. 225, 226, 228, 231, 232, 233, 234, 235, 238, 239, 240, 241, 242, 245, 246, 248, 254, 255, 257, 260, 262, 265, 266, 269, 272, 273, 274, 278, 281, 282, 283, 286, 289, 290, 291, 292, 295, 296, 300DWT Lessons 148-149, 151, 153-154, 158, 164, 169, 172, 180, 191, 192-193, 209, 222, 228, 234, 239, 241, 246, 249-250, 254, 263-264, 270-271, 286*Superkids Skill Building Book,* pp. 186-202, 206-207, 220-224, 227-229Technology / Open ResourcesOnline Games:"Doc to the Rescue""Spell Me a Joke""Odd Animal""Oswald Paints" |  |
|  | 1. Capitalize dates and names of people.
 | [Sentence Dictation](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Cw1lPcaR4MtnOsFlrVxhSD52pFx82zAZ1SF1HLaOUcE%3d&docid=2_126d9370d0e174ed786dc61515af824c9&rev=1)[Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=o0Qtaf7vKolzS%2fv6JXX9otzZruDPm7r9ZuLwyQc9ncI%3d&docid=2_1f2fe41943b0f4d96a0c926153c1832fd&rev=1) | Text (Units / Pages) Daily Dictation and Spelling Review Lessons 2, 8, 9, 10, 11 in Welcome Back, Superkids DWT Review Lessons 1, 12, 14 in Welcome Back, Superkids Lessons 147, 150, 152, 155, 156, 158, 161, 162, 164, 166, 170, 172, 173, 175, 178, 180, 181, 182, 185, 188, 189, 191, 194, 195, 196, 198, 202, 204, 205, 206, 210, 211, 212, 216, 218, 219, 222. 225, 226, 228, 231, 232, 233, 234, 235, 238, 239, 240, 241, 242, 245, 246, 248, 254, 255, 257, 260, 262, 265, 266, 269, 272, 273, 274, 278, 281, 282, 283, 286, 289, 290, 291, 292, 295, 296, 300 DWT Lessons 148-149, 151, 153-154, 158, 164, 169, 172, 180, 191, 192-193, 209, 222, 228, 234, 239, 241, 246, 249-250, 254, 263-264, 270-271, 286 Superkids Skill Building Book, pp. 186-202, 206-207, 220-224, 227-229 Technology / Open Resources Online Games: "Doc to the Rescue" "Spell Me a Joke" "Odd Animal" "Oswald Paints"  |  |
|  | 1. Use end punctuation for sentences.
 | [Sentence Dictation](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Cw1lPcaR4MtnOsFlrVxhSD52pFx82zAZ1SF1HLaOUcE%3d&docid=2_126d9370d0e174ed786dc61515af824c9&rev=1)[Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=o0Qtaf7vKolzS%2fv6JXX9otzZruDPm7r9ZuLwyQc9ncI%3d&docid=2_1f2fe41943b0f4d96a0c926153c1832fd&rev=1)[Writing 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=kbeApBN3JO1RcV54gEoztL4Rg1GtH2Gm0%2bM8L4Artkg%3d&docid=2_1cba1d90c8c5148c1973bb38b17655526&rev=1) | Text (Units / Pages) Daily Dictation and Spelling Review Lessons 2, 8, 9, 10, 11 in Welcome Back, Superkids DWT Review Lessons 1, 12, 14 in Welcome Back, Superkids Lessons 147, 150, 152, 155, 156, 158, 161, 162, 164, 166, 170, 172, 173, 175, 178, 180, 181, 182, 185, 188, 189, 191, 194, 195, 196, 198, 202, 204, 205, 206, 210, 211, 212, 216, 218, 219, 222. 225, 226, 228, 231, 232, 233, 234, 235, 238, 239, 240, 241, 242, 245, 246, 248, 254, 255, 257, 260, 262, 265, 266, 269, 272, 273, 274, 278, 281, 282, 283, 286, 289, 290, 291, 292, 295, 296, 300 DWT Lessons 148-149, 151, 153-154, 158, 164, 169, 172, 180, 191, 192-193, 209, 222, 228, 234, 239, 241, 246, 249-250, 254, 263-264, 270-271, 286 Superkids Skill Building Book, pp. 186-202, 206-207, 220-224, 227-229 Technology / Open Resources Online Games: "Doc to the Rescue" "Spell Me a Joke" "Odd Animal" "Oswald Paints"  |  |
|  | 1. Use commas in dates and to separate single words in a series.
 | [Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=o0Qtaf7vKolzS%2fv6JXX9otzZruDPm7r9ZuLwyQc9ncI%3d&docid=2_1f2fe41943b0f4d96a0c926153c1832fd&rev=1)[Writing 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=kbeApBN3JO1RcV54gEoztL4Rg1GtH2Gm0%2bM8L4Artkg%3d&docid=2_1cba1d90c8c5148c1973bb38b17655526&rev=1) | Text (Units / Pages) Daily Dictation and Spelling Review Lessons 2, 8, 9, 10, 11 in Welcome Back, Superkids DWT Review Lessons 1, 12, 14 in Welcome Back, Superkids Lessons 147, 150, 152, 155, 156, 158, 161, 162, 164, 166, 170, 172, 173, 175, 178, 180, 181, 182, 185, 188, 189, 191, 194, 195, 196, 198, 202, 204, 205, 206, 210, 211, 212, 216, 218, 219, 222. 225, 226, 228, 231, 232, 233, 234, 235, 238, 239, 240, 241, 242, 245, 246, 248, 254, 255, 257, 260, 262, 265, 266, 269, 272, 273, 274, 278, 281, 282, 283, 286, 289, 290, 291, 292, 295, 296, 300 DWT Lessons 148-149, 151, 153-154, 158, 164, 169, 172, 180, 191, 192-193, 209, 222, 228, 234, 239, 241, 246, 249-250, 254, 263-264, 270-271, 286 Superkids Skill Building Book, pp. 186-202, 206-207, 220-224, 227-229 Technology / Open Resources Online Games: "Doc to the Rescue" "Spell Me a Joke" "Odd Animal" "Oswald Paints"  |  |
|  | 1. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 | [Writing 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=FwZU6YAURgHjqSCnIcVEBVyZMonV4yKJef3RU%2b4sjB0%3d&docid=2_15eab43a9118c4cf69d59fc9cc9527cbe&rev=1) | Text (Units / Pages) Daily Dictation and Spelling Review Lessons 2, 8, 9, 10, 11 in Welcome Back, Superkids DWT Review Lessons 1, 12, 14 in Welcome Back, Superkids Lessons 147, 150, 152, 155, 156, 158, 161, 162, 164, 166, 170, 172, 173, 175, 178, 180, 181, 182, 185, 188, 189, 191, 194, 195, 196, 198, 202, 204, 205, 206, 210, 211, 212, 216, 218, 219, 222. 225, 226, 228, 231, 232, 233, 234, 235, 238, 239, 240, 241, 242, 245, 246, 248, 254, 255, 257, 260, 262, 265, 266, 269, 272, 273, 274, 278, 281, 282, 283, 286, 289, 290, 291, 292, 295, 296, 300 DWT Lessons 148-149, 151, 153-154, 158, 164, 169, 172, 180, 191, 192-193, 209, 222, 228, 234, 239, 241, 246, 249-250, 254, 263-264, 270-271, 286 Superkids Skill Building Book, pp. 186-202, 206-207, 220-224, 227-229 Technology / Open Resources Online Games: "Doc to the Rescue" "Spell Me a Joke" "Odd Animal" "Oswald Paints"  |  |
|  | 1. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
 | [Sentence Dictation](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Cw1lPcaR4MtnOsFlrVxhSD52pFx82zAZ1SF1HLaOUcE%3d&docid=2_126d9370d0e174ed786dc61515af824c9&rev=1)[Writing](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=o0Qtaf7vKolzS%2fv6JXX9otzZruDPm7r9ZuLwyQc9ncI%3d&docid=2_1f2fe41943b0f4d96a0c926153c1832fd&rev=1)[Writing 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=FwZU6YAURgHjqSCnIcVEBVyZMonV4yKJef3RU%2b4sjB0%3d&docid=2_15eab43a9118c4cf69d59fc9cc9527cbe&rev=1) | Text (Units / Pages) Daily Dictation and Spelling Review Lessons 2, 8, 9, 10, 11 in Welcome Back, Superkids DWT Review Lessons 1, 12, 14 in Welcome Back, Superkids Lessons 147, 150, 152, 155, 156, 158, 161, 162, 164, 166, 170, 172, 173, 175, 178, 180, 181, 182, 185, 188, 189, 191, 194, 195, 196, 198, 202, 204, 205, 206, 210, 211, 212, 216, 218, 219, 222. 225, 226, 228, 231, 232, 233, 234, 235, 238, 239, 240, 241, 242, 245, 246, 248, 254, 255, 257, 260, 262, 265, 266, 269, 272, 273, 274, 278, 281, 282, 283, 286, 289, 290, 291, 292, 295, 296, 300 DWT Lessons 148-149, 151, 153-154, 158, 164, 169, 172, 180, 191, 192-193, 209, 222, 228, 234, 239, 241, 246, 249-250, 254, 263-264, 270-271, 286 Superkids Skill Building Book, pp. 186-202, 206-207, 220-224, 227-229 Technology / Open Resources Online Games: "Doc to the Rescue" "Spell Me a Joke" "Odd Animal" "Oswald Paints"  |  |

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| --- | --- | --- |
| Grade: 1 | Unit: Language | Pacing: 15 days |
| **Knowledge of Language** |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  | L.1.3. (Begins in grade 2) |  | Text (Units / Pages)N/ATechnology / Open Resources |  |

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| Grade: 1 | Unit: Language |  |
| **Vocabulary Acquisition and Use** |
| Critical Skills (Anchor Standards) | NJ Learning Standards (Progress Indicators): | Samples / Exemplars | Resources: | Assessments / Rubrics |
| NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.  |  | Text (Units / Pages)Review Lessons 9, 12 in *Welcome Back, Superkids*During Guided Reading instruction and story follow up in Lessons 148-149, 151, 153-154, 155, 159-160, 163, 167-168, 171, 176-177, 178, 179, 183-184, 186-187, 192-193, 195, 199-200, 201, 203, 207-208, 209, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 238, 241, 243-244, 246, 249-250, 252-253, 258-259, 261, 263-264, 266, 267-268, 270-271, 273, 275-276, 277, 279-280, 281, 283 (Tuck In), 284-285, 286, 287-288, 292, 293-294, 297-298During structural-analysis instruction in Lessons 174, 175, 178, 180, 182, 185, 188, 196, 198, 205, 206, 210, 216, 218, 222, 225, 226, 232, 234, 235, 239, 240, 265, 269, 272, 278*Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 4, 6, 8, 9, 10*More Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9*Welcome Back, Superkids Beginning-of-the-Year Library: Books 1, 2,3, 5, 6, 7**Adventures of the Superkids**Easy Library: Units 1-10**Adventures of the Superkids**On-Level Library: Units 1, 2, 3, 4, 7, 8, 9, 10**Adventures of the Superkids**Challenging Library: Units 1, 3, 4, 5, 6, 7, 8, 9, 10**More Adventures of the Superkids Easy Library:* Units*2, 3, 5, 6, 7, 8, 9, 10**More Adventures of the Superkids On-Level Library:* Units *1-10**More Adventures of the Superkids Challenging Library:* Units *1-10**Superkids Skill-Building Book,* pp. 82-91, 131, 140-143, 148-150Technology / Open ResourcesOnline Game:"Odd Animal" |  |
|  | 1. Use sentence-level context as a clue to the meaning of a word or phrase.
 | [Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Review Lessons 9, 12 in *Welcome Back, Superkids*During Guided Reading instruction and story follow up in Lessons 148-149, 151, 153-154, 155, 159-160, 163, 167-168, 171, 176-177, 178, 179, 183-184, 186-187, 192-193, 195, 199-200, 201, 203, 207-208, 209, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 238, 241, 243-244, 246, 249-250, 252-253, 258-259, 261, 263-264, 266, 267-268, 270-271, 273, 275-276, 277, 279-280, 281, 283 (Tuck In), 284-285, 286, 287-288, 292, 293-294, 297-298During structural-analysis instruction in Lessons 174, 175, 178, 180, 182, 185, 188, 196, 198, 205, 206, 210, 216, 218, 222, 225, 226, 232, 234, 235, 239, 240, 265, 269, 272, 278*Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 4, 6, 8, 9, 10*More Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9*Welcome Back, Superkids Beginning-of-the-Year Library: Books 1, 2,3, 5, 6, 7**Adventures of the Superkids**Easy Library: Units 1-10**Adventures of the Superkids**On-Level Library: Units 1, 2, 3, 4, 7, 8, 9, 10**Adventures of the Superkids**Challenging Library: Units 1, 3, 4, 5, 6, 7, 8, 9, 10**More Adventures of the Superkids Easy Library:* Units*2, 3, 5, 6, 7, 8, 9, 10**More Adventures of the Superkids On-Level Library:* Units *1-10**More Adventures of the Superkids Challenging Library:* Units *1-10**Superkids Skill-Building Book,* pp. 82-91, 131, 140-143, 148-150Technology / Open ResourcesOnline Game:"Odd Animal" |  |
|  | 1. Use frequently occurring affixes and inflection (e.g., -ed, -s, - ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
 |  | Text (Units / Pages)Review Lessons 9, 12 in *Welcome Back, Superkids*During Guided Reading instruction and story follow up in Lessons 148-149, 151, 153-154, 155, 159-160, 163, 167-168, 171, 176-177, 178, 179, 183-184, 186-187, 192-193, 195, 199-200, 201, 203, 207-208, 209, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 238, 241, 243-244, 246, 249-250, 252-253, 258-259, 261, 263-264, 266, 267-268, 270-271, 273, 275-276, 277, 279-280, 281, 283 (Tuck In), 284-285, 286, 287-288, 292, 293-294, 297-298During structural-analysis instruction in Lessons 174, 175, 178, 180, 182, 185, 188, 196, 198, 205, 206, 210, 216, 218, 222, 225, 226, 232, 234, 235, 239, 240, 265, 269, 272, 278*Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 4, 6, 8, 9, 10*More Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9*Welcome Back, Superkids Beginning-of-the-Year Library: Books 1, 2,3, 5, 6, 7**Adventures of the Superkids**Easy Library: Units 1-10**Adventures of the Superkids**On-Level Library: Units 1, 2, 3, 4, 7, 8, 9, 10**Adventures of the Superkids**Challenging Library: Units 1, 3, 4, 5, 6, 7, 8, 9, 10**More Adventures of the Superkids Easy Library:* Units*2, 3, 5, 6, 7, 8, 9, 10**More Adventures of the Superkids On-Level Library:* Units *1-10**More Adventures of the Superkids Challenging Library:* Units *1-10**Superkids Skill-Building Book,* pp. 82-91, 131, 140-143, 148-150Technology / Open ResourcesOnline Game:"Odd Animal" |  |
|  | 1. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
 | [Phonemic Awareness and Word Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6VWlShMteKS7%2blHWdw8Oi1UeVk%2f9SwYsLvVHzWG3GBY%3d&docid=2_1b506fba64106420db4321ef4b16ee17c&rev=1) | Text (Units / Pages)Review Lessons 9, 12 in *Welcome Back, Superkids*During Guided Reading instruction and story follow up in Lessons 148-149, 151, 153-154, 155, 159-160, 163, 167-168, 171, 176-177, 178, 179, 183-184, 186-187, 192-193, 195, 199-200, 201, 203, 207-208, 209, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 238, 241, 243-244, 246, 249-250, 252-253, 258-259, 261, 263-264, 266, 267-268, 270-271, 273, 275-276, 277, 279-280, 281, 283 (Tuck In), 284-285, 286, 287-288, 292, 293-294, 297-298During structural-analysis instruction in Lessons 174, 175, 178, 180, 182, 185, 188, 196, 198, 205, 206, 210, 216, 218, 222, 225, 226, 232, 234, 235, 239, 240, 265, 269, 272, 278*Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 4, 6, 8, 9, 10*More Adventures of the Superkids Super-Duper Magazines:* Issues 1, 2, 3, 4, 5, 6, 7, 8, 9*Welcome Back, Superkids Beginning-of-the-Year Library: Books 1, 2,3, 5, 6, 7**Adventures of the Superkids**Easy Library: Units 1-10**Adventures of the Superkids**On-Level Library: Units 1, 2, 3, 4, 7, 8, 9, 10**Adventures of the Superkids**Challenging Library: Units 1, 3, 4, 5, 6, 7, 8, 9, 10**More Adventures of the Superkids Easy Library:* Units*2, 3, 5, 6, 7, 8, 9, 10**More Adventures of the Superkids On-Level Library:* Units *1-10**More Adventures of the Superkids Challenging Library:* Units *1-10**Superkids Skill-Building Book,* pp. 82-91, 131, 140-143, 148-150Technology / Open ResourcesOnline Game:"Odd Animal" |  |
| NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings. | L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.  | [Text Reading 3](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=Fs0NWOKAoMUa3mDE3T9adEz61YkZHRWMBCAhxjcwIc4%3d&docid=2_13b75644ca71d4840931d0ea3bb14af93&rev=1) | Text (Units / Pages)Lessons 150, 157, 158, 161, 162, 165, 169, 172, 185, 194, 225, 231, 246, 251, 254, 257, 260, 262, 272, 281, 286, 289, 299Vocabulary Tuck-Ins in Lessons 210, 212, 232, 235, 245, 255, 265, 266, 278DWT Lessons 243-244, 293-294*Adventures of the Superkids Super-Duper Magazines:* Issues 2, 4, 5, 10*More Adventures of the Superkids Magazines:* Issues 2, 3, 6*Adventures of the Superkids Easy Library: Units 1, 5, 7, 8, 9**Adventures of the Superkids Challenging Library: Units 5, 6**More Adventures of the Superkids Easy Library:* Units 6, 9*More Adventures of the Superkids On-Level Library:* Units 4, 7*More Adventures of the Superkids Challenging Library:* Unit 5*Superkids Skill-Building Book,* pp. 123-130, 135-139, 143-144, 146-147 |  |
|  | 1. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 |  | Text (Units / Pages)Lessons 150, 157, 158, 161, 162, 165, 169, 172, 185, 194, 225, 231, 246, 251, 254, 257, 260, 262, 272, 281, 286, 289, 299Vocabulary Tuck-Ins in Lessons 210, 212, 232, 235, 245, 255, 265, 266, 278DWT Lessons 243-244, 293-294*Adventures of the Superkids Super-Duper Magazines:* Issues 2, 4, 5, 10*More Adventures of the Superkids Magazines:* Issues 2, 3, 6*Adventures of the Superkids Easy Library: Units 1, 5, 7, 8, 9**Adventures of the Superkids Challenging Library: Units 5, 6**More Adventures of the Superkids Easy Library:* Units 6, 9*More Adventures of the Superkids On-Level Library:* Units 4, 7*More Adventures of the Superkids Challenging Library:* Unit 5*Superkids Skill-Building Book,* pp. 123-130, 135-139, 143-144, 146-147 |  |
|  | 1. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 | [Oral Language](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=6Ni6%2bwORvjJ0BfY19z9eRQTmcLsxssLU6RA2gKMIbAg%3d&docid=2_1a305a0fb355d4a8789ebdb9b499fe020&rev=1) | Text (Units / Pages)Lessons 150, 157, 158, 161, 162, 165, 169, 172, 185, 194, 225, 231, 246, 251, 254, 257, 260, 262, 272, 281, 286, 289, 299Vocabulary Tuck-Ins in Lessons 210, 212, 232, 235, 245, 255, 265, 266, 278DWT Lessons 243-244, 293-294*Adventures of the Superkids Super-Duper Magazines:* Issues 2, 4, 5, 10*More Adventures of the Superkids Magazines:* Issues 2, 3, 6*Adventures of the Superkids Easy Library: Units 1, 5, 7, 8, 9**Adventures of the Superkids Challenging Library: Units 5, 6**More Adventures of the Superkids Easy Library:* Units 6, 9*More Adventures of the Superkids On-Level Library:* Units 4, 7*More Adventures of the Superkids Challenging Library:* Unit 5*Superkids Skill-Building Book,* pp. 123-130, 135-139, 143-144, 146-147 |  |
|  | 1. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 |  | Text (Units / Pages)Lessons 150, 157, 158, 161, 162, 165, 169, 172, 185, 194, 225, 231, 246, 251, 254, 257, 260, 262, 272, 281, 286, 289, 299Vocabulary Tuck-Ins in Lessons 210, 212, 232, 235, 245, 255, 265, 266, 278DWT Lessons 243-244, 293-294*Adventures of the Superkids Super-Duper Magazines:* Issues 2, 4, 5, 10*More Adventures of the Superkids Magazines:* Issues 2, 3, 6*Adventures of the Superkids Easy Library: Units 1, 5, 7, 8, 9**Adventures of the Superkids Challenging Library: Units 5, 6**More Adventures of the Superkids Easy Library:* Units 6, 9*More Adventures of the Superkids On-Level Library:* Units 4, 7*More Adventures of the Superkids Challenging Library:* Unit 5*Superkids Skill-Building Book,* pp. 123-130, 135-139, 143-144, 146-147 |  |
|  | 1. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings
 |  | Text (Units / Pages)Lessons 150, 157, 158, 161, 162, 165, 169, 172, 185, 194, 225, 231, 246, 251, 254, 257, 260, 262, 272, 281, 286, 289, 299Vocabulary Tuck-Ins in Lessons 210, 212, 232, 235, 245, 255, 265, 266, 278DWT Lessons 243-244, 293-294*Adventures of the Superkids Super-Duper Magazines:* Issues 2, 4, 5, 10*More Adventures of the Superkids Magazines:* Issues 2, 3, 6*Adventures of the Superkids Easy Library: Units 1, 5, 7, 8, 9**Adventures of the Superkids Challenging Library: Units 5, 6**More Adventures of the Superkids Easy Library:* Units 6, 9*More Adventures of the Superkids On-Level Library:* Units 4, 7*More Adventures of the Superkids Challenging Library:* Unit 5*Superkids Skill-Building Book,* pp. 123-130, 135-139, 143-144, 146-147 |  |
| NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | L.1.6. 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 (e.g., *because*). | [Story Board and Structure](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=4krVXX0Snbt1ecWeHq%2fVEV5VUWF91WVjM8Y%2fU21zQZg%3d&docid=2_143d102a2db0543cc8e7ce4d2fee7a965&rev=1)[Text Reading 2](https://washingtontwpsd.sharepoint.com/Summer%20Curriculum%20Work/_layouts/15/guestaccess.aspx?guestaccesstoken=hxw9oqsmijwTohLeispEBJGw1h6dbzMmSKC3cr31AFQ%3d&docid=2_111f2cb00ce564b1087509ce87f7fdaa3&rev=1) | Discussions generated from *Super-Duper Magazines, Superkids Library Books, and* suggested Read-Aloud Books.During discussions in Lessons 148-149, 151, 153-154, 159-160, 163, 167-168, 171, 176-177, 179, 183-184, 186-187, 192-193, 195, 199-200, 203, 207-208, 213-214, 217, 220-221, 223-224, 229-230, 236-237, 243-244, 249-250, 252-253, 258-259, 261, 263-264, 267-268, 269, 270-271, 275-276, 277, 279-280, 284-285, 287-288, 293-294, 297-298Included in writing in Lessons 150, 152, 155, 161, 162, 164, 169, 170, 172, 178, 180, 185, 189, 191, 201, 204, 206, 215, 216, 218, 222, 231, 233, 235, 238, 245, 246, 248, 260, 262, 269, 278, 281, 283, 286, 290, 292, 295, 299, 300DWT Lessons 172, 175, 192-193, 199-200, 207-208, 215, 227, 234, 235*Superkids Skill-Building Book,* pp. 123-126, 133-134, 217 |  |

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| **Assessments** | Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks, Reading Eggs |
| **21st Century Skills and Career Integration** | Informational sources, text features |
| **Technology Integration** | Digital tools; online series, Reading Eggs, Reading A-Z, Newsela, Read Works |
| **Interdisciplinary Connections** | Social Studies and Science- Informational Text |
| **Core Instructional and Supplemental Materials** | Core Instruction: Project Read, Orton Gilligham, Super Kids SeriesSupplemental: picture books, fictional and non-fictional books, videos |
| **Modifications/Accommodations** | ELL: Alternate responses, extended time, teacher modeling, simplified directions, vocabulary banks, manipulatives, nonverbal responses, sentence frames, prompts, partner talkSpecial Education: Enlarged graph paper, small group instruction, highlighted instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, modelsG&T: Enrichment activities, centers, projects, flexible grouping, interest centers, learning log, extension activities, small group504/Students at Risk: Enlarged graph paper, small group instruction, highlighted instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, models |