CACS Curriculum Map — Grade 1 ELA

Aligned to the 2023 NJSLS-ELA, the 2020 NJSLS–Career Readiness, Life Literacies & Key Skills (CLKS), NJ Technology Standards, and New Jersey K–12 mandated-instruction statutes

Standards & Statute Key

Standards Family	Code / Citation	What It Covers
NJSLS-ELA (2023)	**L.RF / L.WF / L.KL / L.VL / L.VI**	Language Domain: Foundational Skills–Reading, Foundational Skills–Writing, Knowledge of Language, Vocabulary–Literal, Vocabulary–Interpretive.
NJSLS-ELA (2023)	**RL.CR / RI.CR**	Reading, Literary/Informational — Close Reading of Text.
NJSLS-ELA (2023)	**RL.CI / RI.CI**	Reading — Central Ideas and Themes of Texts.
NJSLS-ELA (2023)	**RL.IT / RI.IT**	Reading — Interactions Among Text Elements.
NJSLS-ELA (2023)	**RL.TS / RI.TS**	Reading — Text Structure.
NJSLS-ELA (2023)	**RL.PP / RI.PP**	Reading — Perspective and Purpose in Texts.
NJSLS-ELA (2023)	**RL.MF / RI.MF**	Reading — Diverse Media and Formats.
NJSLS-ELA (2023)	**RI.AA**	Reading, Informational — Analysis of an Argument.
NJSLS-ELA (2023)	**RL.CT / RI.CT**	Reading — Comparison of Texts.
NJSLS-ELA (2023)	**W.AW / W.IW / W.NW**	Writing — Argumentative/Opinion, Informative & Explanatory, Narrative Writing.
NJSLS-ELA (2023)	**W.WP / W.WR / W.SE / W.RW**	Writing — Writing Process, Writing Research, Sources of Evidence, Range of Writing.
NJSLS-ELA (2023)	**SL.PE / SL.II / SL.ES / SL.PI / SL.UM / SL.AS**	Speaking & Listening — Participate Effectively, Integrate Information, Evaluate Speakers, Present Information, Use Media, Adapt Speech.
NJSLS-CLKS (2020)	**9.1.2.___**	Personal Financial Literacy, by the end of Grade 2 (Civic Responsibility–CR, Financial Institutions–FI, Financial Psychology–FP, Planning & Budgeting–PB, Risk Management–RM).
NJSLS-CLKS (2020)	**9.2.2.CAP.___**	Career Awareness, Exploration, Preparation & Training — Career Awareness & Planning, by the end of Grade 2. (Source PDF tables this strand under the "9.1.2.CAP" prefix — a known artifact in the 2020 NJDOE draft; the 9.2 domain family is used here per current NJDOE convention.)

Standards Family	Code / Citation	What It Covers
NJSLS-CLKS (2020)	**9.4.2.CI / CT / DC / GCA / IML / TL**	Life Literacies & Key Skills, by the end of Grade 2 — Creativity & Innovation, Critical Thinking & Problem-Solving, Digital Citizenship, Global & Cultural Awareness, Information & Media Literacy, Technology Literacy.
NJ Technology (2014, legacy)	**8.1.2.A–E**	Educational Technology, Grades K–2 band (Technology Operations; Creativity/Innovation; Communication/Collaboration; Digital Citizenship; Research/Information Fluency). Per NJDOE, these concepts are now embedded in 9.4 Life Literacies & Key Skills above; codes are cross-referenced here because the district's existing map cites this document.
N.J.S.A. 18A:52:16A-88	**Amistad Law**	Every board of education shall incorporate the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary students.
N.J.S.A. 18A:35-28	**Holocaust Law**	Every board of education shall include instruction on the Holocaust and genocides, emphasizing each citizen's responsibility to fight racism and hatred. At Grade 1, this is addressed only through developmentally appropriate SEL foundations (empathy, standing up for others, valuing differences) — including the April fables unit (Aesop's Tortoise, Grasshopper & Ants); explicit historical content begins in later grades per district scope and sequence.
N.J.S.A. 18A:35-4.36a	**Diversity & Inclusion Law**	Grades K–12: each district shall incorporate instruction highlighting diversity, equity, inclusion, tolerance, and belonging connected to gender/sexual orientation, race/ethnicity, disability, and religion, in an appropriate place in the curriculum.
N.J.S.A. 18A:35-4.35	**LGBT & Disabilities Law**	Requires instruction on the contributions of persons with disabilities and LGBT people — scoped by statute to MIDDLE SCHOOL and HIGH SCHOOL curricula only. Not a Grade 1 requirement; noted here so this map is not mistaken for satisfying it. The Grade 1 kindness/belonging units (Sept/Dec) build the SEL foundation this later mandate builds upon.
N.J.A.C. 6A:8-1.1(a)3 / 6A:8-3.1(c)	**21st Century Themes & Interdisciplinary Connections**	District boards must integrate 21st-century themes/skills and interdisciplinary connections throughout the K–12 curriculum — the basis for weaving CLKS and technology standards throughout this ELA map.
Standards-embedded (not a separate statute)	**Climate Change Education**	With the 2020 NJSLS adoption, NJ became the first state to embed climate change education across all content areas, including ELA. The 2023 NJSLS-ELA Climate Change Companion Guide provides the Grade 1 examples cited in the November, March, and May science-linked modules above.

Grade 1 ELA Curriculum Map, September–June

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
September *Module 1* **New Friends & Experiences** *EQ: How can making new friends*	***Language – Foundational Skills*** • L.RF.1.1 Demonstrate mastery of print organization; recognize distinguishing features of a sentence (first word, capitalization, ending punctuation).	• I can ask and answer questions about a story about making new friends. • I can tell the beginning, middle, and end of an oral story I share with the class.	***Whole Group (HMH Into Reading, Module 1, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar.	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • My First Day

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
and learning new things help us?	• L.RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words (short a, short i decoding focus). • L.WF.1.2.A Demonstrate command of encoding/spelling with short vowels and single consonants. ***Reading*** • RL.CR.1.1 / RI.CR.1.1 Ask and answer questions about key details in a text. • RL.IT.1.3 Describe characters, settings, and major events in a story, using key details (Story Structure). • RI.AA.1.7 Identify the reasons an author gives to support points in a text (Author's Purpose). ***Writing*** • W.RW.1.7 Engage in discussion, drawing, and writing in brief but regular writing tasks (Oral Story routine). • W.NW.1.3.A Using words and pictures, establish a situation and organize an event sequence. ***Speaking & Listening*** • SL.PE.1.1.A Follow agreed-upon norms for discussion. • SL.PI.1.4 Describe people, places, things, and events with relevant details. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.GCA.1 Articulate the role of culture in everyday life, comparing one's own experience to others' (new-friends connection). • 9.1.2.CR.1 Recognize ways to volunteer in the classroom, school, and community. • 9.4.2.TL.1 Identify the basic features of a digital tool and explain its purpose. ***K–12 Mandated Instruction*** • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — foundational work: co-constructing classroom norms for listening, turn-taking, and welcoming every classmate.	• I can decode and spell short-a and short-i words. • I can follow our class discussion norms and build on a classmate's idea. • I can describe how I felt on my first day of school and why.	• Phonological awareness: rhyme, blending onset/rime, alliteration, blending/deleting words, blending/segmenting phonemes. • Phonics focus: short a, short i, short o, short u, short e, open/closed syllables. • Handwriting: manuscript m, s, t, b, a, i, n, d, p, c, o, u, r, f, g, h, e. • Vocabulary: Power Words (enjoy, excited, great, nervous, new, try…); Generative Vocabulary — Words About Feelings; Vocabulary Strategy — Classify and Categorize. • Grammar: Nouns (people/animals; places/things); Action Verbs. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, Raz-Kids). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 1 Weeks 1–2 Assessments • Into Reading Module 1 Assessment • DIBELS • LinkIt! ELA Form A • LML Scope and Sequence for September ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Read directions aloud. • Allow student to answer orally & teacher records. • Use manipulatives. • Simplify language. • Assign preferential seating. • Have student repeat directions.	• Try This • My School Trip • Friends • Big Dilly's Tale ***Read-Aloud Books*** • You Will Be My Friend • Suki's Kimono ***Writing Focal Text & Big Book / Video*** • Writing Focal Text: Ralph Tells a Story • Video – Get Curious: "First Day Friends" ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Raz-Kids • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Shorten/modify assignments. • Allow more time. • Provide choral reading opportunities to build confidence. • Provide a word bank. • Adjust words on list. ***Standards-Aligned Enrichment*** • Morning meeting routine establishing discussion norms (SL.PE.1.1) and a classroom job/volunteer chart tied to 9.1.2.CR.1. • Oral storytelling circle: each student tells a beginning/middle/end story about a new experience (W.NW.1.3.A, W.RW.1.7). • Author's-purpose mini-lesson using the module's shared read-alouds (RI.AA.1.7). • Digital "Meet Our Class" slide activity introducing basic device navigation (9.4.2.TL.1).	
October *Module 2* **Communities** *EQ: What makes families and communities special?*	***Language – Foundational Skills*** • L.RF.1.3.A Know spelling-sound correspondences for common consonant digraphs. • L.RF.1.2.C Isolate and pronounce initial, medial-vowel, and final sounds in spoken single-syllable words. • L.WF.1.3.C Capitalize the first word of a sentence, days of the week, months, and proper names. ***Reading*** • RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (Topic and Central Idea). • RL.IT.1.3 Describe characters, settings, and major events in a story (Characters). • RL.CR.1.1 / RI.CR.1.1 Ask and answer questions about key details. ***Writing***	• I can retell key details about what makes a family or community special. • I can describe the characters and setting in a story about community. • I can identify a job someone in my community does and why people pay for that work. • I can ask a question to learn more about a community text I heard read aloud.	***Whole Group (HMH Into Reading, Module 2, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonological awareness: rhyme, blending onset/rime, alliteration, blending/deleting words, blending/segmenting phonemes. • Phonics focus: short e, open/closed syllables, closed-syllable exceptions, short o, short u. • Handwriting: manuscript r, f, g, h, e, n, d, p, c, o, u. • Vocabulary: Power Words (kinds, last, partner, together, trip, wished, beautiful, changed, chilly…); Generative Vocabulary — Inflection –ed.	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • Kids Speak Up • Dan Had a Plan • On the Map • Places in My Neighborhood • Who Put the Cookies in the Jar • Curious About Jobs ***Read-Aloud Books*** • Maybe Something Beautiful • Abuela ***Writing Focal Text & Big Book / Video***

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• W.RW.1.7 Engage in discussion, drawing, and writing about family and community (Oral Story continued). ***Speaking & Listening*** • SL.II.1.2 Ask and answer questions about key details in a text read aloud or information presented orally. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.1.2.CAP.1–2 List different types of jobs and the skills each requires; explain why employers pay people to work. • 9.1.2.FI.1 Differentiate the various forms of money and how they are used. • 9.4.2.TL.7 Describe the benefits of collaborating with others to complete digital tasks. ***K–12 Mandated Instruction*** • Amistad Law, N.J.S.A. 18A:52:16A-88 — introduced through read-alouds spotlighting community leaders and family stories from diverse backgrounds (expanded in February). • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — economic and cultural diversity within families and communities.		• Grammar: Nouns (places/things); Action Verbs. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, Raz-Kids). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 2 Weeks 1–2 Assessments • Into Reading Module 2 Assessment • LML Scope and Sequence for October ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home.	• Writing Focal Text: Nana in the City • Big Book: Whose Hands Are These • Video – Get Curious: "Come to the Fair" ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Raz-Kids • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • Community-helpers interview/drawing activity connecting to jobs and income (9.1.2.CAP.1–2). • Play-based "class store" exploring forms of money (9.1.2.FI.1). • Read-aloud set featuring diverse community leaders and family stories, including contributions of African Americans (Amistad Law). • Collaborative digital slideshow of "Our Community" (9.4.2.TL.7).	
November *Module 3* **How Animals Live (Science)** *EQ: How do animals' bodies help them?*	***Language – Foundational Skills*** • L.RF.1.2.C Isolate and pronounce initial, medial, and final phonemes. • L.RF.1.3.A Know spelling-sound correspondences for digraphs (sh, wh, ch, th, ng). ***Reading*** • RI.TS.1.4 Identify text features (headings, tables of contents, icons) to locate key facts (Text Features). • RL.CR.1.1 / RI.CR.1.1 Ask and answer questions about key details. • RI.IT.1.3 Describe relationships among pieces of information (sequence, cause-effect) (Text Organization). ***Writing*** • W.WR.1.5 With prompting and support, generate questions through shared research about a topic (Research Essay). • W.SE.1.6 Gather and select information from multiple sources to answer a question. ***Speaking & Listening***	• I can use text features like headings and diagrams to find facts about animals. • I can explain how an animal's body part helps it survive. • I can generate a research question about an animal and gather information to answer it. • I can ask a follow-up question after listening to information about animals.	***Whole Group (HMH Into Reading, Module 3, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonological awareness: isolating phonemes, blending onset/rime, blending/segmenting phonemes, deleting syllables. • Phonics focus: digraphs sh, wh, ch, th /TH/, th /th/, ng. • Handwriting: manuscript B, b, A, a, I, i, N, n, D, d, P, p, C, c, O, o, U, u. • Vocabulary: Power Words (empty, exclaimed, hunts, propel, sinking…); Generative Vocabulary — Words About Time and Position; Vocabulary Strategy — Synonyms. • Grammar: Sentence Parts; Statements; Singular and Plural Nouns. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each).	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • Animal Q&A • The Nest • Animal Kingdom • Beaver Family • Have You Heard • Blue Bird and Coyote ***Read-Aloud Books*** • Eye Am I • Ol' Mama Squirrel ***Writing Focal Text & Big Book / Video*** • Writing Focal Text: Giraffes • Big Book: Best Foot Forward • Video – Get Curious: "Hidden Animals"

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• SL.ES.1.3 Ask and answer questions about what a speaker says to gather information or clarify. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. • 9.4.2.IML.2 Represent data in a visual format to tell a story about the data. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-ELA Climate Change Companion Guide (Grade 1): RI.MF.1.6 example — look at data indicating human impacts on the environment and describe the key ideas presented.		• Guided Reading; Independent Reading. • Technology (IXL, Raz-Kids). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 3 Weeks 1–2 Assessments • Into Reading Module 3 Assessment • LML Scope and Sequence for November ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper.	***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Raz-Kids • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			Standards-Aligned Enrichment • Animal-adaptations research mini-project: generate a question, gather facts from two sources, record on a graphic organizer (W.WR.1.5/W.SE.1.6). • Text-features scavenger hunt using animal informational texts (RI.TS.1.4). • Class discussion connecting animal habitats to environmental change (9.4.2.CT.1, climate-change infusion).	
December *Module 4* **Being Good Citizens** *EQ: Why is it important to do my best and get along with others?*	***Language – Foundational Skills*** • L.RF.1.3.A Know spelling-sound correspondences for initial two-consonant blends; L.WF.1.2.C initial/final consonant blends. • L.RF.1.1 Recognize contractions with am, is, has, not as sentence-level print features. ***Reading*** • RI.AA.1.7 Identify the reasons an author gives to support points in a text (Ideas and Support, Evaluate). • RI.CI.1.2 Determine main topic and retell key details (Topic and Central Idea). • RL.PP.1.5 Identify who is telling the story at various points in a text (Point of View). ***Writing*** • W.IW.1.2 With prompts and support, write informative/explanatory texts (Procedural Text). ***Speaking & Listening*** • SL.PI.1.4 Describe people, places, things, and events with relevant details (Give and Follow Instructions). ***NJSLS-CLKS (2020) & NJ Technology*** • 9.1.2.CR.1–2 Recognize ways to volunteer in the classroom/community; list ways to give back. • 9.4.2.CT.3 Use a variety of types of thinking to solve problems (getting along with others).	• I can explain why an author says it's important to be a good citizen. • I can write step-by-step directions (a procedural text) for how to be a good sport or good friend. • I can identify who is telling a story and how that affects what we learn. • I can describe one way I can show kindness or give back to my class/community.	***Whole Group (HMH Into Reading, Module 4, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonological awareness: blending onset/rime, deleting syllables, blending/segmenting phonemes. • Phonics focus: initial two-consonant blends, contractions with am/is/has/not, final blends, open/closed syllables. • Handwriting: manuscript R, r, F, f, G, g, H, h, E, e, J, j, L, l, K, k, Y, y. • Vocabulary: Power Words (bend, coach, drills, equipment, fan, field, goal…); Generative Vocabulary — Compound Words; Vocabulary Strategy — Context Clues. • Grammar: Prepositions and Prepositional Phrases; Proper Nouns and Capitalization; Commands. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, Raz-Kids). • Vocabulary Practice; Comprehension Practice.	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • Good Sports • If You Plant a Seed • Color Your World with Kindness • Brontorina • Get Up and Go ***Read-Aloud Books*** • Pelé: King of Soccer • The Great Ball Game ***Writing Focal Text & Big Book / Video*** • Writing Focal Text: Do Unto Otters • Big Book: Baseball Hour • Video – Get Curious: "Kindness Rewards" ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	K–12 Mandated Instruction • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion, grades K–12) — CORE MONTH: kindness, respect, and the Golden Rule ("Do Unto Otters") as the entry point for tolerance, empathy, and belonging.		***Assessments*** • Into Reading Module 4 Weeks 1–2 Assessments • Into Reading Module 4 Assessment • LML Scope and Sequence for December ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • "Golden Rule" read-aloud (Do Unto Otters) and class kindness pledge tied to N.J.S.A. 18A:35-4.36a.	• Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Raz-Kids • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Procedural-writing mini-lesson: "How to Be a Good Teammate/Friend" (W.IW.1.2). • Good-citizen job chart connecting classroom responsibilities to 9.1.2.CR.1–2.	
January *Module 5* **Light and Dark (Science)** *EQ: Why do light and dark come and go?*	***Language – Foundational Skills*** • L.RF.1.3.C Know final -e and common vowel-team conventions for long vowel sounds (VCe long a, i, o, u, e). • L.RF.1.4 Read with sufficient accuracy and fluency to support comprehension. ***Reading*** • RI.TS.1.4 Identify text features to locate key facts (Text Features). • RL.MF.1.6 With prompting and support, use illustrations and details to describe events (Make Inferences via illustration). • RI.MF.1.6 With prompting and support, use text features to describe key ideas (Media Literacy: Digital Tools). ***Writing*** • W.NW.1.3 With prompts and support, write narratives of several complete sentences based on real or imagined experiences (Imaginative Story). ***Speaking & Listening*** • SL.UM.1.5 Add drawings or other visual displays to descriptions when appropriate. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.TL.4 Navigate a virtual space to build context and describe visual content (day/night digital simulation). • 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource. ***K–12 Mandated Instruction*** • No standalone statute this month; reinforces NJSLS-Science (2020) day/night and seasons	• I can use text features to find facts about day, night, and seasons. • I can use illustrations to make and confirm predictions in a story. • I can write an imaginative story with a beginning, middle, and end. • I can add a drawing to my writing to show what I mean.	***Whole Group (HMH Into Reading, Module 5, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonological awareness: deleting syllables, substituting phonemes, blending/segmenting phonemes. • Phonics focus: VCe long a, i, o, u, e; VC pattern review. • Handwriting: manuscript X, x, Q, q, W, w, V, v, Z, z, l, t, i. • Vocabulary: Power Words (bank, nibbled, relief, scrambled, tight, trembling…); Generative Vocabulary — Suffixes –er, –est, –y, –ful. • Grammar: Subjects and Verbs; Verbs and Time; The Verb Be. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, Raz-Kids). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 5 Weeks 1–2 Assessments • Into Reading Module 5 Assessment • DIBELS • LinkIt! ELA Form B • LML Scope and Sequence for January	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • Super Shadows • The Black Rabbit • What Are You Waiting For • I'm So Hot • The Best Season • Day and Night ***Read-Aloud Books*** • How Do You Know It's Winter • Oscar and Moth ***Writing Focal Text & Big Book / Video*** • Writing Focal Text: Why the Sun and Moon Live in the Sky • Big Book: On Earth • Video – Get Curious: "Light and Dark Together" ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.)

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	content, taught collaboratively with the science block.		***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • Digital day/night simulation or shadow investigation, followed by illustrated writing (9.4.2.TL.4). • Imaginative-story writing workshop: "What if the sun didn't set?" (W.NW.1.3). • Simple digital search practice (with support) to find one fact about day and night (9.4.2.IML.1).	• Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Raz-Kids • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
February *Module 6* **Holidays & Symbols** *EQ: What do special symbols, monuments, holidays, and celebrations tell us about the United States?*	***Language – Foundational Skills*** • L.RF.1.3.C VCe syllables; L.RF.1.3.A soft c and soft g spelling-sound correspondences. ***Reading*** • RI.TS.1.4 Identify text features to locate key facts (national symbols, monuments). • RL.PP.1.5 Identify who is telling the story at various points in a text (Point of View). • RI.CT.1.8 Identify similarities and differences between two informational texts on the same topic (comparing symbols/celebrations). ***Writing*** • W.AW.1.1 With prompts and support, write opinion pieces on a topic or texts (Opinion Essay). ***Speaking & Listening*** • SL.PI.1.4 Describe people, places, things, and events with relevant details (historical figures/symbols). ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.GCA.1 Compare one's own culture/traditions to those reflected in American symbols and celebrations. • 9.4.2.IML.4 Compare and contrast the way information is shared in a variety of formats and sources. ***K–12 Mandated Instruction*** • Amistad Law, N.J.S.A. 18A:52:16A-88 — PRIMARY MONTH: instruction on the contributions of African-Americans to American history and civic life, integrated with Black History Month and the module's Presidents' Day content. • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — diverse perspectives represented within the American story.	• I can use text features to learn facts about a national symbol or monument. • I can write an opinion about a holiday or symbol and give a reason for my opinion. • I can compare two texts about the same national symbol or celebration. • I can describe the contribution of an important American, including African-American leaders.	***Whole Group (HMH Into Reading, Module 6, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonological awareness: deleting syllables, substituting phonemes, blending/segmenting phonemes. • Phonics focus: VCe syllables, soft c, soft g. • Handwriting: manuscript j, u, y, r, n, m, h, p, b. • Vocabulary: Power Words (freedom, grouchy, monuments, scene, sights, symbol…); Generative Vocabulary — Suffixes –y, –ful, –less; Vocabulary Strategy — Multiple-Meaning Words. • Grammar: Compound Questions and Statements; Names of Months, Days, and Holidays. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, Raz-Kids). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 6 Weeks 1–2 Assessments • Into Reading Module 6 Assessment • LML Scope and Sequence for February ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks.	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • State the Facts • Monument City • Hooray for Holidays • Patriotic Poems • The Statue of Liberty • The Contest ***Read-Aloud Books*** • Presidents Day • Liberty Bell ***Writing Focal Text & Big Book / Video*** • Writing Focal Text: The Thanksgiving Door • Big Book: You're a Grand Ol' Flag • Video – Get Curious: "America's Birthday" ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Raz-Kids • Smartboard

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • Biography read-alouds and discussion on African-American historical figures fulfilling the Amistad Law requirement (paired with Presidents' Day content). • Opinion-writing piece: "My favorite national symbol is ___ because ___" (W.AW.1.1). • Compare/contrast chart across two informational texts on the same symbol or celebration (RI.CT.1.8).	• Let Me Learn (LML) Scope and Sequence
March *Module 7* **The Natural World (Science)** *EQ: How do things in nature change?*	***Language – Foundational Skills*** • L.RF.1.3.A Trigraphs tch, dge; L.RF.1.3.G inflectional suffixes –s, –es. ***Reading***	• I can describe how a setting changes across a nature text. • I can summarize the main topic and key details of a nature informational text.	***Whole Group (HMH Into Reading, Module 7, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar.	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • Storm Report

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• RI.IT.1.3 Describe relationships among pieces of information (sequence, cause-effect) (Text Organization). • RI.CI.1.2 Determine main topic and retell key details (Summarize, Topic and Central Idea). • RL.IT.1.3 Describe setting using key details (Setting). ***Writing*** • W.RW.1.7 Engage in regular writing tasks (Poem). • W.WR.1.5 Generate questions through shared research about a topic (Research: Gather Information). ***Speaking & Listening*** • SL.ES.1.3 Ask and answer questions about what a speaker says to clarify understanding (Monitor and Clarify). ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.CT.1 Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. • 9.4.2.DC.7 Describe actions peers can take to positively impact climate change. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-ELA Climate Change Companion Guide (Grade 1): W.IW.1.2 example — compose text explaining how plants/animals adapt to changes within their environments; SL.PE.1.1 example — discuss possible solutions to local/global problems caused by severe weather.	• I can write a poem about something in nature that changes. • I can ask a question to clarify something I didn't understand about weather or the desert.	• Phonological awareness: blending phonemes, segmenting phonemes, substituting phonemes. • Phonics focus: trigraph tch, trigraph dge, inflectional suffixes –s, –es. • Handwriting: manuscript c, o, a, d, g, q, s, f, e. • Vocabulary: Power Words (break, direction, landed, mission, problem, spectacular, dunes, shrubs…); Generative Vocabulary — Words About Feelings and Beliefs; Vocabulary Strategy — Shades of Meaning. • Grammar: Future Tense; Subject Pronouns; The Pronouns I and Me. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, Raz-Kids). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 7 Weeks 1–2 Assessments • Into Reading Module 7 Assessment • LML Scope and Sequence for March ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank.	• Sam and Dave Dig • Grand Canyon • Water Cycle • Handmade • Deserts ***Read-Aloud Books*** • On Meadowview Street • Do You Really Want to Visit the Wetland? ***Writing Focal Text & Big Book / Video*** • Writing Focal Text: Ask Me • Big Book: Rainy Sunny Blow Snowy • Video – Get Curious: "Water in the Desert" ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Raz-Kids • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • Weather/desert research mini-project: gather information from two sources on how a place in nature changes (W.WR.1.5). • Poem-writing workshop about a nature change (seasons, weather, landscapes) (W.RW.1.7). • Class discussion: "What can we do to help when weather or climate changes affect nature?" (9.4.2.DC.7, climate-change infusion).	
April *Module 8* **What Stories Teach Us** *EQ: What lessons can we learn from stories?*	***Language – Foundational Skills*** • L.RF.1.3.G Inflectional suffix –ed; L.RF.1.3.C vowel teams ee, ea (long e); all jobs of y. ***Reading*** • RL.CI.1.2 Determine central message and retell a sequence of events in literary texts (Theme). • RL.MF.1.6 Use illustrations and details in a story to describe its characters, setting, or events (Create Mental Images).	• I can retell the central message (theme) of a fable or story. • I can use illustrations and details to describe a story's characters and setting. • I can write a personal narrative about a time I learned a lesson. • I can build on a classmate's idea when we talk about what a story teaches us.	***Whole Group (HMH Into Reading, Module 8, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonological awareness: blending phonemes, segmenting phonemes, substituting phonemes. • Phonics focus: inflectional suffix –ed, all jobs of y, vowel teams ee/ea (long e).	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • Follow Story Path • Interrupting Chicken • Thank You, Mr. Aesop • The Tortoise • Grasshopper & Ants

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• RL.IT.1.3 Describe characters, settings, and major events (Characters, Setting). ***Writing*** • W.NW.1.3 With prompts and support, write narratives of several complete sentences based on real or imagined experiences (Personal Narrative). ***Speaking & Listening*** • SL.PE.1.1.B Build on others' talk in conversations by responding to comments through multiple exchanges (discussing story lessons). ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.CI.1–2 Demonstrate openness to new ideas and originality/inventiveness in work (fable/lesson-inspired creative writing). • 9.4.2.IML.4 Compare and contrast the way information/lessons are shared in a variety of formats and sources. ***K–12 Mandated Instruction*** • No standalone statute this month; the module's fables (Aesop, The Tortoise, Grasshopper & Ants) provide age-appropriate groundwork for empathy and "standing up for others" themes that later support the Holocaust Law (N.J.S.A. 18A:35-28) at upper grades.		• Handwriting: manuscript v, w, z, x, k, L, l, T, t, I, i. • Vocabulary: Power Words (follow, interrupt, involved, relaxing, supposed, warn, autumn, boldly…); Generative Vocabulary — Suffix –ly; Vocabulary Strategy — Classify and Categorize. • Grammar: Possessive Pronouns; Indefinite Pronouns; Contractions. ***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, Raz-Kids). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 8 Weeks 1–2 Assessments • Into Reading Module 8 Assessment • LML Scope and Sequence for April ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system.	• Little Red Riding Hood ***Read-Aloud Books*** • Red Knit Cap Girl • Gabroela ***Writing Focal Text & Big Book / Video*** • Writing Focal Text: The Kissing Hand • Big Book: Chicken Little • Video – Get Curious: "The Mouse and the Lion" ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Raz-Kids • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment (added)*** • Fable circle: read two fables (e.g., The Tortoise and The Grasshopper & Ants) and compare their lessons. • Personal-narrative writing workshop: "A time I learned a lesson" (W.NW.1.3). • Class discussion anchor chart: "What do stories teach us about kindness and fairness?"	
May *Module 9* **Plants & Gardens (Science)** *EQ: What do plants need to live and grow?*	***Language – Foundational Skills*** • L.RF.1.3.C Vowel teams ai, ay, oa, ow, ie, igh. ***Reading*** • RI.TS.1.4 Identify text features to locate key facts (Media Literacy: Nonfiction Forms). • RI.CI.1.2 Determine main topic and retell key details (Story Structure, Retell). • RL.CR.1.1 / RI.CR.1.1 Ask and answer questions about key details (Elements of Poetry). ***Writing*** • W.IW.1.2 With prompts and support, write informative/explanatory texts (Descriptive Essay). ***Speaking & Listening*** • SL.AS.1.6 Produce complete sentences when appropriate to task and situation.	• I can use text features to find facts about what plants need to grow. • I can retell the main topic and key details of a text about plants or gardens. • I can write a descriptive essay about a plant, using complete sentences. • I can talk about how a changing environment might affect how plants grow.	***Whole Group (HMH Into Reading, Module 9, Weeks 1–3)*** • Build Knowledge; Foundational Skills; Reading and Vocabulary; Writing and Grammar. • Phonological awareness: blending phonemes, segmenting phonemes, substituting phonemes. • Phonics focus: vowel teams ai, ay, oa, ow, ie, igh. • Handwriting: manuscript J, j, U, u, Y, y, R, r, N, n, M, m, H, h, B, b, P, p. • Vocabulary: Power Words (harvest, ingredients, nutrients, soil, sow, terrific, cook, delicious…); Generative Vocabulary — Prefix un–; Vocabulary Strategy — Reference Sources. • Grammar: Kinds of Sentences; Adjectives for the Senses.	***Core Program*** • Into Reading Program • Into Reading Online Portal ***MyBooks*** • Plant Pairs • So You Want to Grow a Taco • Yum • A Year in the Garden • The Talking Vegetables • Which Part Do We Eat ***Read-Aloud Books*** • Amazing Plant Bodies • The Curious Garden ***Writing Focal Text & Big Book / Video***

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	NJSLS-CLKS (2020) & NJ Technology • 9.4.2.GCA.1 Compare how different environments/cultures relate to growing and using plants. • 9.4.2.CT.1 Extend climate-change inquiry to how changing conditions affect plant growth. ***Standards-Embedded Climate Change Content*** • Connects to 2023 NJSLS-ELA Grade 1 W.IW.1.2 and RI.MF.1.6 climate-change examples: describing how plants adapt to environmental change and interpreting data about growing conditions.		***Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, Raz-Kids). • Vocabulary Practice; Comprehension Practice. ***Assessments*** • Into Reading Module 9 Weeks 1–2 Assessments • Into Reading Module 9 Assessment • DIBELS • LinkIt! ELA Form C • LML Scope and Sequence for May ***Differentiation & Accommodations — ELL / SE / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home.	• Writing Focal Text: One Bean • Big Book: If I Were a Tree • Video – Get Curious: "A Seed Grows" ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists ***Word Study, Assessment & Intervention*** • IXL • Raz-Kids • Smartboard • Let Me Learn (LML) Scope and Sequence

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • Garden investigation (planting/observation journal) linked to descriptive writing using sensory adjectives (W.IW.1.2). • Text-features scavenger hunt using plant/garden nonfiction texts (RI.TS.1.4). • Class discussion and chart: "How does changing weather affect our garden?" (9.4.2.CT.1, climate-change infusion).	
June *Culmination* **Review, Celebration & Summative Assessment** *EQ: What have I learned this year as a reader, writer, and community member?*	***Cumulative — All Domains*** • Language: L.RF.1.1–4, L.WF.1.1–3, L.KL.1.1, L.VL.1.2, L.VI.1.3 — end-of-year mastery check. • Reading: full-year review of RL/RI Close Reading (CR), Central Ideas (CI), Interactions of Text (IT), Text Structure (TS), Perspective (PP), Media (MF), Argument (AA), and Comparison (CT) strands. • Writing: W.AW.1.1, W.IW.1.2, W.NW.1.3 — culminating writing-celebration piece drawing on a genre from the year (opinion, informative, narrative, or poem). • Speaking & Listening: SL.PE.1.1–SL.AS.1.6 — culminating presentation of a portfolio piece to peers/families. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.2.CI.1–2 & 9.4.2.CT.1–3 — culminating project requiring creativity and problem-solving (e.g., a "First Grade Author's Celebration"). • 9.4.2.TL.6 Illustrate and communicate original ideas using digital tools — final digital portfolio piece. ***K–12 Mandated Instruction***	• I can show what I learned this year by sharing a piece of writing and reading it aloud. • I can compare a book I read in September to one I read in May and describe how I've grown as a reader. • I can present a favorite project to my class or family. • I can describe one way I am a caring, responsible member of my classroom community.	***Differentiation & Accommodations — ELL / SE / RTI / Enrichment Modifications*** • Continue all IEP/504-plan accommodations and ELL supports through end-of-year assessment windows (preferential seating, extended time, directions read aloud, word banks, flexible grouping). • Provide portfolio conferencing in home language or with translation support for ELL families where needed. • For advanced students: extend the culminating project with independent research, longer writing pieces, or a peer-teaching role in the author's celebration. ***Standards-Aligned Enrichment*** • End-of-year portfolio conferences: students select and reflect on a favorite reading/writing piece from each module. • Culminating "First Grade Author's Celebration": student-created exhibits (digital + physical) synthesizing	***Core Program*** • Into Reading Program, end-of-year assessment materials ***Word Study, Assessment & Intervention*** • DIBELS / district benchmark assessment (spring window) • LinkIt! ELA Form C (end-of-year) • Let Me Learn (LML) Scope and Sequence ***Classroom Materials*** • Student portfolios (digital and print) collected September–May

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• Recap of the year's Amistad Law and diversity & inclusion (N.J.S.A. 18A:35-4.36a) threads through a culminating "Our Class Community" celebration.		science, community, and story themes from the year. • Summative assessment window (Into Reading Module 9 assessment, DIBELS/benchmark administration, LinkIt! ELA Form C). • Transition-to-Grade-2 celebration and family showcase.	