

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 1	UNIT #: 1	UNIT NAME:
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Answer questions posed about key details in a text.	RL.1.1
2	Use illustrations and key details in a story to describe characters and settings.	RL.1.3; RL.1.7
3	Use resources (e.g., charts, photographs) in a text for describing key ideas.	RI.1.7
4	Recognize a sentence begins with a capital letter and ends with a punctuation mark.	RF 1.1.a
5	Distinguish long and short vowel sounds in a spoken single-syllable word (e.g., cat, play).	RF 1.2.a
6	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	RF 1.2.b
7	Count the syllables in printed multisyllabic words.	RF 1.3.d
8	Orally segment and identify phonemes in a single-syllable word, identifying initial, medial vowel and final sounds (e.g., top: /t/-/o/-/p/).	RF 1.2.c
9	Decode basic CVC (e.g., pin) and CVCC (e.g., back) and VC (e.g., it) words.	RF 1.3.b,d
10	Identify and read grade-level high-frequency/irregular words in and out of context.	RF 1.3.g
11	Establish a purpose for reading and adjust reading rate to support accuracy, appropriate rate, and expression in grade-level text (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection).	RF 1.4.a,b
12	Monitor reading using context clues (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.	RF 1.4.c
13	Organize ideas and information for writing showing a progressing and chronological narrative	W 1.3

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	recounting two events using temporal words and a closing sentence.	
14	Use verbs that depict past, present, and future (e.g. walk, walked, will walk) appropriately.	L.1.1.e
15	With guidance and support, listen to, discuss and compare published stories/texts written by various authors to answer a question.	W 1.8
16	Share and extend accountable talk with others using proper rules when speaking (e.g., listening to others with care, speaking one at a time about grade one topics and text under discussion) and asking questions for clarification.	SL.1.1.a,b,c
17	Add illustrations that represent descriptions of characters, places, or events for clarification.	SL.1.5
18	Use upper-and-lower case letters correctly in writing.	L1.1.a
19	Use adjectives when describing people, places, things, and events.	L 1.1.f
20	Capitalize names people and dates.	L1.2.a
21	Use correct ending punctuation (e.g., period or question mark) for sentences.	L 1.2.b
22	Apply developmental spelling or phonics-based knowledge to write unfamiliar words.	L 1.2.e
23	Use words and phrases acquired through conversations, reading and begin read to.	L.1.6
24	Use frequently occurring conjunctions to signal simple relationships (e.g., because, and, or).	L.1.6

VOCABULARY

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GRADE: 1

UNIT #: 1

UNIT NAME:

Code #	Common Core State Standards
RL.1.1	Ask and answer questions about key details in a text.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RF.1.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words.

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d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

g. Recognize and read grade-appropriate irregularly spelled words.

RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

b. Read grade-level text orally with accuracy, appropriate rate, and expression.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

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SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. e. 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). f. Use frequently occurring adjectives.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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., <i>because</i>).