NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 1	UNIT #: 2	UNIT NAME:

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Ask questions posed about key details in a text for clarification using an array of familiar words.	RL.1.1; L.1.6; SL.1.3
2	Retell stories, including key details learned from text into logical order.	RL.1.2
3	Use illustrations and key details in a story to describe major events.	RL.1.3; RL.1.7
4	Name words and phrases in a poem or story that suggest feelings or appeal to the senses.	RL.1.4
5	Compare and contrast characters' adventures and experiences in stories.	RL.1.9
6	With prompting and support, read prose and poetry of grade-level complexity.	RL.1.10
7	Use resources (e.g., charts, photographs) in a text to describe key ideas.	RI.1.7
8	Identify and pronounce the initial, medial vowel, and final sounds (phonemes) in a spoken one-syllable word.	RF.1.2.c
9	Orally segment and identify phonemes in a single-syllable word (e.g., top: /t/-/o/-/p/).	RF.1.2.d
10	Decode words with common consonant digraphs (e.g., fish, lunch)	RF.1.3.a
11	Identify and read grade-level high-frequency /irregular words in and out of context.	RF.1.3.g
12	Use reading strategies to establish a purpose for reading and to answer comprehension questions about the grade-level text while adjusting reading rate to support accuracy, appropriate rate, and expression (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection).	RF.1.4.a,b
13	Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.	RF.1.4.c
14	Write narratives organizing ideas and information for writing including two or more sequenced	W.1.3; L.1.2.a

	events using temporal words and a sense of closure.	
15	With guidance, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.	W.1.5
16	With assistance, compose and publish a variety of productions (e.g., stories, letters, and simple poems) in collaboration with peers using technology.	W.1.6
17	With guidance and support, recall experiences or gather information from provided sources to answer questions.	W.1.8
18	Engage in collaborative conversations about grade one topics and texts (e.g., book groups, literature circles, and buddy reading) following agreed-upon rules for listening and group discussions (e.g., looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor) and asking questions for clarification.	SL.1.1.a,b,c
19	Add visual displays describing characters, places or events to descriptions for clarification.	SL.1.5
20	Use varied ending punctuations (e.g., period or exclamation mark) and capitalization for dates, names and the beginning of a sentence appropriately when writing.	L.1.2.b; RF.1.1a
21	Apply developmental spelling or phonics-based knowledge to write unfamiliar words.	L 1.2.e
22	With guidance and support, define words by category and by one or more key attributes (e.g., A duck is a bird that swims).	L.1.5.b

VOCABULARY

Code #	Common Core State Standards
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. g. Recognize and read grade-appropriate irregularly spelled words.
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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.
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.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. b. 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).
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.

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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.1.4	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.

SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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.
	    d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	    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 text, including using frequently occurring conjunctions to single simple relationships (e.g., *because*).