

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA:</b> English Language Arts	<b>GRADE:</b> 1	<b>UNIT #:</b> 3	<b>UNIT NAME:</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
<b>1</b>	Ask and answer questions about key details to determine or clarify the meaning of words and phrases in a text.	RI.1.1; RI.1.4
<b>2</b>	Identify the main topic of a text and key details	RI.1.2
<b>3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3
<b>4</b>	Utilize text features (e.g., charts, diagrams, time lines, maps) and details in texts to obtain information and locate key details.	RI.1.5; RI.1.7
<b>5</b>	Tell the difference between information provided by pictures or illustrations and information provided by words in a text.	RI.1.6
<b>6</b>	Identify the key points an author makes in informational text and identify the textual evidence to support these points.	RI.1.8
<b>7</b>	Compare and contrast two texts on the same topic (e.g., illustrations, descriptions, or procedures).	RI.1.9
<b>8</b>	With prompting and support, read informational texts of appropriate grade-level complexity.	RI.1.10
<b>9</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL.1.5
<b>10</b>	Distinguish the difference between a long vowel and short vowel sound in a spoken single-syllable word (e.g., hat, cake).	RF.1.2.a
<b>11</b>	Blend phonemes of single-syllable words containing consonants and short vowels, and including consonant blends.	RF.1.2.b
<b>12</b>	Orally segment, identify, and pronounce phonemes in a single-syllable word (e.g., top: /t/-/o/-/p/) isolating and promoting initial, medial vowel and final sounds.	RF.1.2.c,d

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<b>13</b>	Decode basic CVC (e.g., pin, mail, meet) and CVCC (e.g., wind) and VC (e.g., in) words and words with common consonant digraphs.	RF.1.3.a,b
<b>14</b>	Decode words with final –e (e.g., make, time, home) and words with common vowel teams (e.g., play, mail, team, seed).	RF.1.3.c
<b>15</b>	Use knowledge that every syllable has a vowel to help determine if a word has one or more syllables in a printed word.	RF.1.3.d
<b>16</b>	Show recognition of two-syllable words by dividing words into syllables.	RF.1.3.e
<b>17</b>	Read words with inflectional endings (e.g., likes, liked, waits, waited, waiting).	RF.1.3.f
<b>18</b>	Identify and read grade-level high-frequency /irregular words in and out of context.	RF.1.3.g
<b>19</b>	Establish a purpose for reading and answer comprehension questions about the text while adjusting reading rate to support accuracy and expression (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection) in grade-level text.	RF.1.4.a,b
<b>20</b>	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
<b>21</b>	Write an informational/explanatory text naming the topic, including facts and concluding sentences.	W.1.2
<b>22</b>	With guidance and support, rewrite sentences, adding details and incorporating suggestions from peers.	W.1.5
<b>23</b>	With guidance and support, compose and publish a variety of productions (e.g., “how-to”, letters, and simple poems) in collaboration with peers using technology.	W.1.6
<b>24</b>	Participate in shared research and writing projects.	W.1.7

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<b>25</b>	With guidance and support, recall personal experiences or gathered information from provided sources (e.g., books, computer) to answer questions.	W.1.8
<b>26</b>	Ask and answer key questions about read alouds (e.g., main idea, character, setting) or information presented orally or through other media.	SL.1.2
<b>27</b>	Use nouns and verbs in complete sentences.	SL.1.6
<b>28</b>	Use pronouns (personal, possessive, and indefinite), frequently occurring conjunctions, determiners (e.g., articles, demonstratives), and frequently occurring prepositions to form and complete sentences when speaking and writing.	L.1.1.d,g,h,i
<b>29</b>	Use varied end punctuations (e.g., exclamation mark) appropriately when writing sentences.	L.1.2.b
<b>30</b>	Place commas where needed in sentences that contain dates or series of single words.	L.1.2.c
<b>31</b>	Use sentence-level context to determine the meaning of unknown words or phrases.	L.1.4.a
<b>32</b>	Sort words into identified categories (e.g., colors, clothing).	L.1.5.a
<b>33</b>	With guidance and support, define words by category and by one or more key attributes.	L.1.5.b
<b>34</b>	Make connections between words and real-life and their use.	L.1.5.c
<b>35</b>	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).	L.1.4.c

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Code #	Common Core State Standards
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.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
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.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final –e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ol>
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense

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	of closure.
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).
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.6	Produce complete sentences when appropriate to task and situation.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and one by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).
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. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.

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|  | a. Read grade-level text with purpose and understanding.<br>b. Read grade-level text orally with accuracy, appropriate rate, and expression.<br>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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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.
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.