NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 1	UNIT #: 5	UNIT NAME:

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Retell key details identifying the central message or lesson in literature texts and the main topic in informational texts.	RL.1.2; RI.1.2
2	Describe settings, characters, and major events using key details with support from illustrations in literature.	RL.1.3; RL.1.7
3	Identify and explain how words are used in a text by naming words and/or phrases that contribute to the feeling or appeal of a poem or story.	RL.1.4
4	Identify words that indicate who is telling the story at different points in the text.	RL.1.6
5	Compare and contrast characters' experiences and adventures in stories.	RL.1.9
6	With prompting and support, read prose and poetry of appropriate complexity for grade one.	RL.1.10
7	Ask and answer questions about the key details and for determining or clarifying the meaning of words and phrases in a text.	RI.1.1; RI.1.4
8	Distinguish long and short vowel sounds in a spoken single-syllable word.	RF.1.2.a
9	Blend phonemes of single-syllable words containing consonants and short vowels (e.g., sit).	RF.1.2.b
10	Orally segment, identify phonemes in a single-syllable word, and pronounce (e.g., meet: /m/-/ee/-/t/).	RF.1.2.c,d
11	Decode basic CVC (e.g., met, trail, treat, wheat) and CVCC (e.g., wind, knock) and VC (e.g., at) words and words with common consonant digraphs.	RF.1.3.a,b
12	Decode words with final –e (e.g., ate, name) and words with common vowel teams (e.g.,	RF.1.3.c

	pie, high, boat, toe, bow, blue, suit).	
13	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
14	Show recognition of two-syllable words by dividing words into syllables (e.g, VCCV, VV VCV; Closed syllable, Vowel-C-e, Open syllable, Vowel Team, compound words, inflectional endings).	RF.1.3.e
15	Read words with inflectional endings (e.g., waits, waited, waiting, smaller, smallest).	RF.1.3.f
16	Identify and read grade-level high-frequency /irregular words in and out of context.	RF.1.3.g
17	Establish a purpose for reading and use reading strategies to 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).	RF.1.4.a,b
18	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
19	Use the writing process: show a progressing and chronological narrative recounting two or more events using temporal words, including some details and a closing sentence.	W.1.3
20	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	W.1.5
21	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.1.6
22	With guidance and support, use personal experiences or gathered information from provided sources (e.g., magazines, educational websites) to answer a question.	W.1.8

23	Engage in collaborative discussions following agreed-upon rules for listening and group discussions (e.g., looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor) and asking questions for clarification.	SL.1.a,b,c
24	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.1.4
25	Add drawings, models, or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.1.5
26	During informal conversations or presentations, demonstrate the use of subjects and verbs to form complete sentences.	SL.1.6
27	Use pronouns (personal, possessive, and indefinite), frequently occurring conjunctions, demonstratives (e.g., this, that, these) and appropriate prepositions to form and complete sentences when speaking and writing.	L.1.1.d,g,h,i
28	Use commas where needed in sentences that contain a series of single words or dates.	L.1.2.c
29	Use sentence-level context and frequently occurring affixes (e.g., dis-) as a clue to determine the meaning of a word or phrase.	L.1.4.a,b

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Code #	Common Core State Standards
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL. 1.4	Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.
RL. 1.6	Identify who is telling the story at various points in a text.
RL. 1.7	Use illustrations and details in a story to describe its characters, setting, or events.
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.
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.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
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.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed

	word.
	e. Decode two-syllable words following basic patterns by breaking the words into syllables.
	f. Read words with inflectional endings.
	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.1.5	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.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large 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.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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SL.1.6	Produce complete sentences when appropriate to task and situation.
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., and, but, or, so, because). 　h.　Use determiners (e.g., articles, demonstratives). 　i.　Use frequently occurring prepositions (e.g., *during, beyond, toward).*
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　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 *grade 1 reading and content*, choosing flexibility from an array of strategies. 　a.　Use sentence-level context as a clue to the meaning of a word or phrase. 　b.　Use frequently occurring affixes as a clue to the meaning of a word.