

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 1	UNIT #: 4	UNIT NAME:
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	Ask and answer questions about key details in literature.	RL.1.1
2	Ask and answer questions about key details in informational text.	RI.1.1
3	Retell key details identifying the central message or lesson in literature texts.	RL.1.2
4	Retell key details identifying the main topic in informational texts.	RI.1.2
5	Use key details to describe characters, settings, and major events in a story.	RL.1.3
6	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3
7	Explain the major differences between informational and literature texts, drawing on experiences reading of a range of text types.	RL.1.5
8	Identify who is telling the story at different points in a text.	RL.1.6
9	Compare and contrast characters' adventures and experiences in stories.	RL.1.9
10	Identify similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.1.9
11	Know and utilize text features (e.g., graphs, charts) in a text to locate key facts or information.	RI.1.5
12	Distinguish the difference between information acquired through pictures or illustrations and information acquired from words in informational texts.	RI.1.6
13	With prompting and support, read prose, poetry and informational text of appropriate grade-level complexity.	RL 1.10; RI.1.10
14	Decode basic CVC (e.g., met, trail, treat, wheat) and CVCC (e.g., wind) and VC (e.g., at) words and words with common digraphs (e.g., th, sh, ch, wh, ck).	RF.1.3.a,b
15	Decode words with final -e (e.g., ate, name) and words with common vowel teams (e.g., mail,	RF.1.3.c

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	clay, read, seed, pie, boat, toe).	
16	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
17	Show recognition of two-syllable words by dividing words into syllables.	RF.1.3.e
18	Read words with grade-appropriate inflectional endings (e.g., likes, liked, waits, waited, waiting).	RF.1.3.f
19	Identify and read grade-level high-frequency/irregular words in and out of context.	RF.1.3.g
20	Use reading strategies to read with purpose and comprehension while adjusting reading rate to support accuracy, fluency and expression (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection) in grade-level texts.	RF.1.4.a,b
21	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
22	Apply the writing process to write an opinion piece in which the topic or book they are writing about is introduced and which includes a statement of their opinion, a reason for their opinion, and closing statement. Use phonemic awareness and spelling conventions to write untaught words, words with common spelling patterns, and frequently occurring irregular words.	W.1.1; L.1.2.d,e
23	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details and correct end punctuation (e.g., exclamation marks) to sentences.	W.1.5; L.1.2.b
24	With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.1.6
25	With guidance and support, use personal experiences or information gathered from provided sources (e.g., books, computers) to answer a question.	W.1.8
26	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.1.4

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27	Clarify ideas, thoughts, and feelings by creating visual displays or drawings to add information and detail to a description.	SL.1.5
28	Use common, proper, and possessive nouns appropriately when writing or speaking.	L.1.1.b
29	Use singular and plural nouns with matching verbs in basic sentences. (e.g., He jumps; We jump) when writing or speaking.	L.1.1.c
30	Use verbs to convey a sense of past, present, and future (e.g., jump, jumped, will jump) when writing or speaking.	L.1.1.e
31	Use frequently occurring adjectives when writing or speaking (e.g., happy, nice, big).	L.1.1.f
32	Use prompts (e.g., phrases, pictures) to produce or expand complete and compound declarative, interrogative, imperative, and exclamatory sentences.	L.1.1.j
33	Learn frequently occurring affixes and their meanings (e.g., dis-means “not” or “opposite of” so <i>dislike</i> means “not to like”) and use as clues to the meaning of a word.	L.1.4.b
34	With guidance and support, distinguish between shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	L.1.5.d
35	Use words and phrases acquired through conversation when reading or being reading to.	L.1.6
36	Use frequently occurring conjunctions to signal simple relationships (e.g., because, and, or).	L.1.6

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Code #	Common Core State Standards
RL.1.6	Identify who is telling the story at various 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.
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). 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. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
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. b. Use frequently occurring affixes as a clue to the meaning of a word.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
RL.1.1	Ask and answer questions about key details in a text.
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. 1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a

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	range of text types.
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.1.3	Describe the connection between two individuals, events, ideas, or pieces of information 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.
RF.1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. 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	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> 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.1.5	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

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	answer a question.
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. 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 texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).