

# **Cedar Grove School District**

## **Cedar Grove, NJ**

# **2016**

**Language Arts Literacy**  
**Grade 1**

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*Approved by the Cedar Grove Board of Education on*

Superintendent of Schools  
Mr. Michael J. Fetherman

Board of Education  
Mrs. Christine Dye, President  
Mr. Frank Mandala, Vice-President  
Mrs. Pam Burke  
Mr. Peter Prvulovic  
Mr. David Schoner

# **Grade 1**

## **Statement of Purpose**

Within the scope of the primary literacy curriculum, the first grade program focuses upon providing students with a firm foundation of skills for developing literacy and to capture language experiences all children need in order to grow intellectually, socially, and emotionally. The first grade English Language Arts program, which is aligned to the New Jersey Student Learning Standards, provides students with skills that enable them to read, write, communicate, listen, and think critically in order to empower them to become independent, life-long learners.

Students will have the opportunity to read a variety of increasingly complex narrative and informational texts for purpose, understanding and meaning. Likewise, as skills are mastered, strategies are taught to develop comprehension of written text across all genres. Students also apply their developing writing skills by producing personal narratives, informational pieces, and opinion pieces.

**This curriculum was written in accordance with the  
NEW JERSEY STUDENT LEARNING STANDARDS  
for English Language Arts**

The standards are located at <http://www.state.nj.us/education/cccs/2016/ela/>  
A full listing of the Grade 1 New Jersey Student Learning Standards  
can be found at the end of this document.

## Grade 1 - Scope and Sequence

<b>Unit 1</b>	<b>September – October</b>
<b>Unit 2</b>	<b>November – January</b>
<b>Unit 3</b>	<b>January – February</b>
<b>Unit 4</b>	<b>March – April</b>
<b>Unit 5</b>	<b>April – June</b>

## Grade 1 Language Arts Literacy

### Unit 1

In Unit 1, first grade students are introduced to literature. Through this, developing readers will learn to use text features and key details to identify and describe the plot, the main characters, and the settings found within a variety of fictional texts. In addition, first grade learners will develop key reading comprehension skills, such as identifying a main topic, retelling key details, and answering content-based questions using both fiction and nonfiction texts. Moreover, first grade emphasizes phonics and phonemic awareness. Within Unit 1, students will learn to distinguish between long and short vowel sounds, to decode basic CVC, CVCC and VC words, and to segment and identify the phonemes in single-syllable words. Unit 1 also introduces students to the conventions of writing. While producing personal narratives, developing writers will use illustrations, modeled writing, and graphic organizers to begin the writing process. Furthermore, first grade students will further develop speaking and listening skills by engaging in collaborative conversations with their peers and teachers about first grade topics and texts.

#### 21<sup>st</sup> Century Skills

Creativity & Innovation

Communication

Critical Thinking and Problem Solving

Collaboration

#### Unit 1 Learning Targets

##### Students will be able...

- to recognize and read high-frequency words.
- to decode, blend, and segment basic CVC, CVCC, and VC words.
- to retell a story using key details, characters, and settings to support fiction.
- to begin to identify topic, main idea, and details to support non-fiction.
- to revisit the text to respond to reading (orally and in writing).
- to tell about the people in the story, where the story takes place, and describe the most important things that happened in the story.
- to identify the parts of a sentence including capital letters and punctuations at the end of a sentence.
- to write a narrative that recounts two or more appropriately sequenced events.

Student Learning Objectives	Corresponding NJSLs
Answer questions posed about key details in a text.	<b>RL.1.1</b>
Use illustrations and key details in a story to describe characters and settings.	<b>RL.1.3; RI.1.7</b>
Use resources (e.g., charts, photographs) in a text for describing key ideas.	<b>RI.1.7</b>
Recognize a sentence begins with a capital letter and ends with a punctuation mark.	<b>RF.1.1.a</b>
Distinguish long and short vowel sounds in a spoken single-syllable word (e.g., cat, play).	<b>RF.1.2.a</b>
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<b>RF.1.2.b</b>
Count the syllables in printed multisyllabic words.	<b>RF.1.3.d</b>
Orally segment and identify phonemes in a single-syllable word, identifying initial, medial vowel and final sounds (e.g., top: /t/-/o/-/p/).	<b>RF.1.2.c</b>
Decode basic CVC (e.g., pin) and CVCC (e.g., back) and VC (e.g., it) words.	<b>RF.1.3.b,d</b>
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,	<b>RF 1.4.a,b</b>

activating prior knowledge, and predicting the outcome of the selection).	
Monitor reading using context clues (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.	<b>RF.1.4.c</b>
Organize ideas and information for writing showing a progressing and chronological narrative recounting two events using temporal words and a closing sentence.	<b>W.1.3</b>
Use verbs that depict past, present, and future (e.g. walk, walked, will walk) appropriately.	<b>L.1.1.e</b>
Use digital tools to produce and publish writing.	<b>W.1.6</b>
With guidance and support, listen to, discuss and compare published stories/texts written by various authors to answer a question.	<b>W.1.8</b>
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.	<b>SL.1.1.a,b,c</b>
Add illustrations that represent descriptions of characters, places, or events for clarification.	<b>SL.1.5</b>
Use upper-and-lower case letters correctly in writing.	<b>L.1.1.a</b>
Use adjectives when describing people, places, things, and events.	<b>L.1.1.f</b>
Capitalize names people and dates.	<b>L.1.2.a</b>
Use correct ending punctuation (e.g., period or question mark) for sentences.	<b>L.1.2.b</b>
Apply developmental spelling or phonics-based knowledge to write unfamiliar words.	<b>L.1.2.e</b>
Use words and phrases acquired through conversations, reading and begin read to.	<b>L.1.6</b>
Use frequently occurring conjunctions to signal simple relationships (e.g., because, and, or).	<b>L.1.6</b>

Unit 1 Essential Questions	Unit 1 Enduring Understandings
<ul style="list-style-type: none"> <li>● How do I choose a book?</li> <li>● What skills and strategies can I use to become a more effective reader?</li> <li>● How do I decode a word?</li> <li>● What is the purpose of applying grammar and mechanics skills?</li> </ul>	<ul style="list-style-type: none"> <li>● All readers' are different, choose books that are a good fit and ones that interest you</li> <li>● Effective readers identify characters, setting, and retell key details in a text.</li> <li>● Decoding words leads to better understanding of the context of a sentence or a story.</li> <li>● Written communication and proper grammar mechanics promote fluency of communication.</li> </ul>

Standard Code #	New Jersey Student Learning Standards
<b>RL.1.1</b>	Ask and answer questions about key details in a text.
<b>RL.1.3</b>	Describe characters, settings, and major event(s) in a story, using key details.
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RF.1.1</b>	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>RF.1.2</b>	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. a. Distinguish long from short vowel sounds in spoken single-syllable words.

	<p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>
<b>RF.1.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>d. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>
<b>RF.1.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<b>W.1.3</b>	<p>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.</p>
<b>W.1.6</b>	<p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<b>W.1.8</b>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<b>SL.1.1</b>	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>
<b>SL.1.5</b>	<p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<b>L.1.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>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).</p> <p>f. Use frequently occurring adjectives.</p>
<b>L.1.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
<b>L.1.6</b>	<p>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).</p>

### Evidence of Learning

#### Summative Assessment

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|--|--|
| <ul style="list-style-type: none"> <li>● <i>Words Their Way</i>, <b>Pearson Learning Group</b></li> <li>● Unit Assessment</li> <li>● Developmental Reading Assessment (DRA)</li> </ul> | <ul style="list-style-type: none"> <li>● Opinion/Informational Writing</li> <li>● Phonics Check</li> <li>● Personal Narrative</li> </ul> |
|--|--|

<ul style="list-style-type: none"> <li>● Narrative Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Reading Comprehension Assessment</li> </ul>
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>● Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Think-Pair-Share</li> <li>● Teacher Observation</li> <li>● Student/Group Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Homework</li> <li>● Whole/Small Group Participation</li> <li>● Observation</li> <li>● Hand Signals</li> <li>● Personal Journals</li> <li>● Writing Folders</li> </ul>
<b>Instructional Materials and Resources</b>	
<ul style="list-style-type: none"> <li>● <i>Good Habits, Great Readers</i>, <b>Pearson Learning Group</b></li> <li>● <i>Words Their Way</i>, <b>Pearson Learning Group</b></li> <li>● <i>Write Habits</i>, <b>Pearson Learning Group</b></li> <li>● <i>Reading Street</i>, <b>Pearson Learning Group</b></li> <li>● <i>The Daily Five</i>, <b>Stenhouse Publishers</b></li> <li>● <i>The CAFE Book</i>, <b>Stenhouse Publishers</b></li> <li>● <i>Developmental Reading Assessment</i>, <b>Celebration Press/Pearson Learning Group</b></li> <li>● <i>Scholastic Magazine</i>, <b>Scholastic</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>YouTube Education</i>, <a href="https://www.youtube.com/t/education">https://www.youtube.com/t/education</a></li> <li>● <i>Brainpop Jr.</i>, <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a></li> <li>● <i>Pinterest</i>, <a href="https://www.pinterest.org">https://www.pinterest.org</a></li> <li>● <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com">https://www.teacherspayteachers.com</a></li> <li>● <i>TumbleBook Library</i>, <a href="http://asp.tumblebooks.com/Home.aspx">http://asp.tumblebooks.com/Home.aspx</a></li> <li>● <i>Enchanted Learning</i>, <a href="http://www.enchantedlearning.com/">http://www.enchantedlearning.com/</a></li> <li>● <i>Readworks.org</i></li> </ul>
<b>Integration of Technology</b>	
<ul style="list-style-type: none"> <li>● Computers</li> <li>● SMART Board</li> <li>● <a href="https://www.pearsonsuccessnet.com">https://www.pearsonsuccessnet.com</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.abcya.com">www.abcya.com</a></li> </ul>
<b>Curriculum Development Resources:</b>	
<ul style="list-style-type: none"> <li>● <a href="http://www.state.nj.us/education/modelcurriculum/ela/">http://www.state.nj.us/education/modelcurriculum/ela/</a></li> <li>● <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></li> <li>● <a href="http://www.state.nj.us/education/cccs/2016/ela/">http://www.state.nj.us/education/cccs/2016/ela/</a></li> </ul>	

# Grade 1 Language Arts Literacy

## Unit 2

Throughout Unit 2, first graders will continue to improve upon their comprehension skills by reading and retelling stories in a logical order using key details found within a text. By applying a variety of decoding skills, developing readers will learn to identify and read unknown words. Likewise, first grade students will learn to recognize and read high-frequency words alone and in context. After reading a variety of fiction and nonfiction texts, students will be able to compare and contrast characters and their experiences while also using textual features and factual evidence to describe major details and retell them. Writing in this unit will be personal narratives recounting two or more details and sequence using temporal words. During group discussions all students will participate in appropriate grade-level conversations following agreed upon rules for listening and group discussion.

### 21<sup>st</sup> Century Skills

<b><u>X</u> Creativity &amp; Innovation</b> <b><u>   </u> Critical Thinking and Problem Solving</b>	<b><u>X</u> Communication</b> <b><u>X</u> Collaboration</b>
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### Unit 2 Learning Targets

**Students will be able...**

- to decode, blend and segment words with final –e, and digraphs.
- to compare and contrast characters’ adventures and experiences in stories.
- to retell stories including key details learned from text in a logical order.
- to engage in collaborative conversations about grade one topics and texts following agreed upon rules for listening and group discussions and asking questions for clarification.
- to write a narrative in which students recount two or more appropriately sequenced events using temporal words and sense of closure.
- to use text features (e.g., charts, diagrams, time lines, maps) and key details in a story to describe major events.

Student Learning Objectives	Corresponding NJSLs
Ask questions posed about key details in a text for clarification using an array of familiar words.	<b>RL.1.1; RI.1.1;L.1.6; SL.1.3</b>
Retell stories, including key details learned from text into logical order.	<b>RL.1.2</b>
Use illustrations and key details in a story to describe major events.	<b>RL.1.3; RL.1.7</b>
Name words and phrases in a poem or story that suggest feelings or appeal to the senses.	<b>RL.1.4</b>
Compare and contrast characters’ adventures and experiences in stories.	<b>RL.1.9</b>
With prompting and support, read prose and poetry of grade-level complexity.	<b>RL.1.10</b>
Utilize text features (e.g., charts, diagrams, time lines, maps) and details in texts to obtain information and locate key details.	<b>RI.1.5</b>
Use resources (e.g., charts, photographs) in a text to describe key ideas.	<b>RI.1.7</b>
Identify and pronounce the initial, medial vowel, and final sounds (phonemes) in a spoken one-syllable word.	<b>RF.1.2.c</b>
Orally segment and identify phonemes in a single-syllable word (e.g., top: /t/-/o/-/p/).	<b>RF.1.2.d</b>
Decode words with common consonant digraphs (e.g., fish, lunch)	<b>RF.1.3.a</b>
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,	<b>RF.1.4.a,b</b>

activating prior knowledge, and predicting the outcome of the selection).		
Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.		<b>RF.1.4.c</b>
Write narratives organizing ideas and information for writing including two or more sequenced events using temporal words and a sense of closure.		<b>W.1.3; L.1.2.a</b>
With guidance, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.		<b>W.1.5</b>
With assistance, compose and publish a variety of productions (e.g., stories, letters, and simple poems) in collaboration with peers using technology.		<b>W.1.6</b>
With guidance and support, recall experiences or gather information from provided sources to answer questions.		<b>W.1.8</b>
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.		<b>SL.1.1.a,b,c</b>
Add visual displays describing characters, places or events to descriptions for clarification.		<b>SL.1.5</b>
Use varied ending punctuations (e.g., period or exclamation mark) and capitalization for dates, names and the beginning of a sentence appropriately when writing.		<b>L.1.2.b; RF.1.1a</b>
Apply developmental spelling or phonics-based knowledge to write unfamiliar words.		<b>L.1.2.e</b>
With guidance and support, define words by category and by one or more key attributes (e.g., A duck is a bird that swims).		<b>L.1.5.b</b>
<b>Unit 2 Essential Questions</b>		<b>Unit 2 Enduring Understandings</b>
<ul style="list-style-type: none"> <li>Why do we use various nonfiction text features?</li> <li>Why we need to be able to identify the syllables in a word?</li> <li>What is the purpose of applying grammar and mechanics skills? Why do we build reading stamina?</li> </ul>	<ul style="list-style-type: none"> <li>Effective readers use nonfiction text features to gain information about the text.</li> <li>Being able to identify sounds and syllables in a words assists in the decoding process.</li> <li>Written communication and proper grammar mechanics promote fluency of communication. Building reading stamina develops the ability to read for longer periods of time.</li> </ul>	
<b>Standard</b>	<b>New Jersey Student Learning Standards</b>	
<b>Code #</b>		
<b>RL.1.1</b>	Ask and answer questions about key details in a text.	
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
<b>RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.	
<b>RL.1.4</b>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
<b>RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.	
<b>RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.	
<b>RL.1.10</b>	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	
<b>RI.1.1</b>	Ask and answer questions about key details in a text.	
<b>RI.1.5</b>	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.
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RF.1.1</b>	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>RF.1.2</b>	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 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).
<b>RF.1.3</b>	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>RF.1.4</b>	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.
<b>W.1.3</b>	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.
<b>W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
<b>W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>SL.1.1</b>	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.
<b>SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>L.1.2</b>	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.
<b>L.1.5</b>	With guidance and support from adults, demonstrate understanding of figurative language, 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).
<b>L.1.6</b>	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).
<b>Evidence of Learning</b>	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>● <i>Words Their Way</i>, <b>Pearson Learning Group</b></li> <li>● Unit Assessment</li> <li>● Developmental Reading Assessment (DRA)</li> <li>● Narrative Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Opinion/Informational Writing</li> <li>● Phonics Check</li> <li>● Personal Narrative</li> <li>● Reading Comprehension Assessment</li> </ul>
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>● Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Think-Pair-Share</li> <li>● Teacher Observation</li> <li>● Student/Group Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Homework</li> <li>● Whole/Small Group Participation</li> <li>● Observation</li> <li>● Hand Signals</li> <li>● Personal Journals</li> <li>● Writing Folders</li> </ul>
<b>Instructional Materials and Resources</b>	
<ul style="list-style-type: none"> <li>● <i>Good Habits, Great Readers</i>, <b>Pearson Learning Group</b></li> <li>● <i>Words Their Way</i>, <b>Pearson Learning Group</b></li> <li>● <i>Write Habits</i>, <b>Pearson Learning Group</b></li> <li>● <i>Reading Street</i>, <b>Pearson Learning Group</b></li> <li>● <i>The Daily Five</i>, <b>Stenhouse Publishers</b></li> <li>● <i>The CAFE Book</i>, <b>Stenhouse Publishers</b></li> <li>● <i>Developmental Reading Assessment</i>, <b>Celebration Press/Pearson Learning Group</b></li> <li>● <i>Scholastic Magazine</i>, <b>Scholastic</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>YouTube Education</i>, <a href="https://www.youtube.com/t/education">https://www.youtube.com/t/education</a></li> <li>● <i>Brainpop Jr.</i>, <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a></li> <li>● <i>Pinterest</i>, <a href="https://www.pinterest.org">https://www.pinterest.org</a></li> <li>● <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com">https://www.teacherspayteachers.com</a></li> <li>● <i>TumbleBook Library</i>, <a href="http://asp.tumblebooks.com/Home.aspx">http://asp.tumblebooks.com/Home.aspx</a></li> <li>● <i>Enchanted Learning</i>, <a href="http://www.enchantedlearning.com/">http://www.enchantedlearning.com/</a></li> <li>● <i>Readworks.org</i></li> </ul>
<b>Integration of Technology</b>	
<ul style="list-style-type: none"> <li>● Computers</li> <li>● SMART Board</li> <li>● <a href="https://www.pearsonsuccessnet.com">https://www.pearsonsuccessnet.com</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.abcya.com">www.abcya.com</a></li> </ul>
<b>Curriculum Development Resources</b>	
<ul style="list-style-type: none"> <li>● <a href="http://www.state.nj.us/education/modelcurriculum/ela/">http://www.state.nj.us/education/modelcurriculum/ela/</a></li> <li>● <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></li> <li>● <a href="http://www.state.nj.us/education/cccs/2016/ela/">http://www.state.nj.us/education/cccs/2016/ela/</a></li> </ul>	

## Grade 1 Language Arts Literacy

### Unit 3

During Unit 3, first grade students continue reading a wide range of complex narrative and informational texts. To build upon prior reading comprehension strategies, Unit 3 stresses the ability for first grade students to explain the major differences between books that tell stories and books that give information. Young readers will also continue to explore and utilize various text features and details to obtain information. These elements are then used to identify the key points an author makes within an informational text. Additionally, first grade students continue to apply grade-level phonics and word analysis to decode words and build their vocabulary. First grade writers will also continue to explore the writing process by brainstorming their ideas and organizing their thoughts by using a variety of graphic organizers.

#### 21<sup>st</sup> Century Skills

Creativity & Innovation

Communication

Critical Thinking and Problem Solving

Collaboration

#### Unit 3 Learning Targets

##### Students will be able...

- to identify and read grade level high frequency words.
- to show recognition of two-syllable words by dividing words into syllables.
- to use varied punctuation marks appropriately when writing sentences, (periods, question mark, exclamation mark, and commas in dates or series of single words).
- to describe the connection between two individuals, events, ideas, or pieces of information in a text.
- to identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- to explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- to write an informational/explanatory text naming the topic, including facts and concluding sentences.

Student Learning Objectives	Corresponding NJLS
Ask and answer questions about key details to determine or clarify the meaning of words and phrases in a text.	<b>RI.1.1; RI.1.4</b>
Identify the main topic of a text and key details	<b>RI.1.2</b>
Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>RI.1.3</b>
Utilize text features (e.g., charts, diagrams, time lines, maps) and details in texts to obtain information and locate key details.	<b>RI.1.5; RI.1.7</b>
Tell the difference between information provided by pictures or illustrations and information provided by words in a text.	<b>RI.1.6</b>
Identify the key points an author makes in informational text and identify the textual evidence to support these points.	<b>RI.1.8</b>
Compare and contrast two texts on the same topic (e.g., illustrations, descriptions, or procedures).	<b>RI.1.9</b>
With prompting and support, read informational texts of appropriate grade-level complexity.	<b>RI.1.10</b>
Explain major differences between books that tell stories and books that give	<b>RL.1.5</b>

information, drawing on a wide reading of a range of text types.	
Distinguish the difference between a long vowel and short vowel sound in a spoken single-syllable word (e.g., hat, cake).	<b>RF.1.2.a</b>
Blend phonemes of single-syllable words containing consonants and short vowels, and including consonant blends.	<b>RF.1.2.b</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.	<b>RF.1.2.c,d</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.	<b>RF.1.3.a,b</b>
Decode words with final –e (e.g., <i>make, time, home</i> ) and words with common vowel teams (e.g., play, mail, team, seed).	<b>RF.1.3.c</b>
Use knowledge that every syllable has a vowel to help determine if a word has one or more syllables in a printed word.	<b>RF.1.3.d</b>
Show recognition of two-syllable words by dividing words into syllables.	<b>RF.1.3.e</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.	<b>RF.1.4.a,b</b>
Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.	<b>RF.1.4.c</b>
Write an informational/explanatory text naming the topic, including facts and concluding sentences.	<b>W.1.2</b>
With guidance and support, rewrite sentences, adding details and incorporating suggestions from peers.	<b>W.1.5</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.	<b>W.1.6</b>
Participate in shared research and writing projects.	<b>W.1.7</b>
With guidance and support, recall personal experiences or gathered information from provided sources (e.g., books, computer) to answer questions.	<b>W.1.8</b>
Ask and answer key questions about read alouds (e.g., main idea, character, setting) or information presented orally or through other media.	<b>SL.1.2</b>
Use nouns and verbs in complete sentences.	<b>SL.1.6</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.	<b>L.1.1.d,g,h,i</b>
Use varied end punctuations (e.g., exclamation mark) appropriately when writing sentences.	<b>L.1.2.b</b>
Place commas where needed in sentences that contain dates or series of single words.	<b>L.1.2.c</b>
Use sentence-level context to determine the meaning of unknown words or phrases.	<b>L.1.4.a</b>
Sort words into identified categories (e.g., colors, clothing).	<b>L.1.5.a</b>
With guidance and support, define words by category and by one or more key attributes.	<b>L.1.5.b</b>
Make connections between words and real-life and their use.	<b>L.1.5.c</b>
Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).	<b>L.1.4.c</b>
<b>Unit 3 Essential Questions</b>	<b>Unit 3 Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How does a good writer develop their ideas?</li> <li>• Why is it important to identify fiction vs. nonfiction?</li> </ul>	<ul style="list-style-type: none"> <li>• Good writers use transition words and details to develop their ideas and stories.</li> <li>• Good readers are able to identify the genre and</li> </ul>

How do features of informational text help us to find, understand, and apply important information?	author's purpose of the text. Features of informational text help readers to navigate, understand and apply important information.
Standard Code #	New Jersey Student Learning Standards
<b>RI.1.5</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
<b>RI.1.1</b>	Ask and answer questions about key details in a text.
<b>RI.1.2</b>	Identify the main topic and retell key details of a text.
<b>RI.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>RI.1.5</b>	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.
<b>RI.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>RI.1.8</b>	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
<b>RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>RI.1.10</b>	With prompting and support, read informational texts at grade level text complexity or above.
<b>RF.1.2</b>	<p>Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>
<b>RF.1.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</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 using knowledge that every syllable must have a vowel sound.</li> </ul>
<b>RF.1.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> </ul>

	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>W.1.2</b>	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
<b>W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>W.1.7</b>	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).
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>SL.1.3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>SL.1.6</b>	Produce complete sentences when appropriate to task and situation.
<b>L.1.1</b>	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).
<b>L.1.2</b>	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.
<b>L.1.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, 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., looks, looked, looking).
<b>L.1.5</b>	With guidance and support from adults, demonstrate understanding of figurative language, 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 duck is a bird that swims; a tiger 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).

### Evidence of Learning

#### Summative Assessment

- |  |                                    |
|--|------------------------------------|
| ● <i>Words Their Way</i> , <b>Pearson Learning Group</b> | ● Opinion/Informational Writing    |
| ● Unit Assessment  | ● Phonics Check                    |
| ● Developmental Reading Assessment (DRA)                 | ● Personal Narrative               |
| ● Narrative Writing Assessment                           | ● Reading Comprehension Assessment |

Formative Assessment	
<ul style="list-style-type: none"> <li>● Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Think-Pair-Share</li> <li>● Teacher Observation</li> <li>● Student/Group Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Homework</li> <li>● Whole/Small Group Participation</li> <li>● Observation</li> <li>● Hand Signals</li> <li>● Personal Journals</li> <li>● Writing Folders</li> </ul>
Instructional Materials and Resources	
<ul style="list-style-type: none"> <li>● <i>Good Habits, Great Readers</i>, <b>Pearson Learning Group</b></li> <li>● <i>Words Their Way</i>, <b>Pearson Learning Group</b></li> <li>● <i>Write Habits</i>, <b>Pearson Learning Group</b></li> <li>● <i>Reading Street</i>, <b>Pearson Learning Group</b></li> <li>● <i>The Daily Five</i>, <b>Stenhouse Publishers</b></li> <li>● <i>The CAFE Book</i>, <b>Stenhouse Publishers</b></li> <li>● <i>Developmental Reading Assessment</i>, <b>Celebration Press/Pearson Learning Group</b></li> <li>● <i>Scholastic Magazine</i>, <b>Scholastic</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>YouTube Education</i>, <a href="https://www.youtube.com/t/education">https://www.youtube.com/t/education</a></li> <li>● <i>Brainpop Jr.</i>, <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a></li> <li>● <i>Pinterest</i>, <a href="https://www.pinterest.org">https://www.pinterest.org</a></li> <li>● <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com">https://www.teacherspayteachers.com</a></li> <li>● <i>TumbleBook Library</i>, <a href="http://asp.tumblebooks.com/Home.aspx">http://asp.tumblebooks.com/Home.aspx</a></li> <li>● <i>Enchanted Learning</i>, <a href="http://www.enchantedlearning.com/">http://www.enchantedlearning.com/</a></li> <li>● <i>Readworks.org</i></li> </ul>
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Curriculum Development Resources	
<ul style="list-style-type: none"> <li>● <a href="http://www.state.nj.us/education/modelcurriculum/ela/">http://www.state.nj.us/education/modelcurriculum/ela/</a></li> <li>● <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></li> <li>● <a href="http://www.state.nj.us/education/cccs/2016/ela/">http://www.state.nj.us/education/cccs/2016/ela/</a></li> </ul>	

**Grade 1  
Language Arts Literacy**

**Unit 4**

Throughout Unit 4, first grade students continue to build their high-frequency word reading vocabulary and use irregular words both in and out of context. Likewise, developing readers continue to build, blend, and segment words with final -e. While reading informational texts and literature, first graders focus on identifying the topic, the main idea, and details that support the ideas presented by the author. The students will also continue to compare and contrast characters' experiences in different stories and identify who is telling the story at different points in the text. In addition, with instructional guidance, first graders use personal experiences or information gathered from provided sources to answer questions and engage in conversations. Young writers apply the writing process to create an opinion piece that states an opinion, provides a reason that supports that opinion, and ends with a closing statement.

**21<sup>st</sup> Century Skills**

X **Creativity & Innovation**

X **Communication**

X **Critical Thinking and Problem Solving**

X **Collaboration**

**Unit 4 Learning Targets**

**Students will be able...**

- to recognize and read high-frequency words/ irregular words in and out of context.
- to decode, blend, and segment words with final -e, words with common vowel teams and common digraphs.
- to use personal experiences or information gathered from provided sources (e.g., books, computers) to answer questions.
- 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.
- to use phonemic awareness and spelling conventions to write untaught words, words with common spelling patterns, and frequently occurring words.
- to identify who is telling the story at different points in a text.
- to compare and contrast characters' adventures and experiences in stories.
- to use commas where needed in sentences that contain a series of single words or dates.

Student Learning Objectives	Corresponding NJSL
Ask and answer questions about key details in literature.	<b>RL.1.1</b>
Retell key details identifying the central message or lesson in literature texts.	<b>RL.1.2</b>
Ask and answer questions about key details in informational text.	<b>RL.1.1</b>
Retell key details identifying the main topic in informational texts.	<b>RI.1.2</b>
Use key details to describe characters, settings, and major events in a story.	<b>RL.1.3</b>
Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>RI.1.3</b>
Explain the major differences between informational and literature texts, drawing on experiences reading of a range of text types.	<b>RL.1.5</b>
Identify who is telling the story at different points in a text.	<b>RL.1.6</b>
Compare and contrast characters' adventures and experiences in stories.	<b>RL.1.9</b>
Ask and answer questions about key details in a text.	<b>RI.1.1</b>
Identify similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>RI.1.9</b>
Know and utilize text features (e.g., graphs, charts) in a text to locate key facts or information.	<b>RI.1.5</b>

Distinguish the difference between information acquired through pictures or illustrations and information acquired from words in informational texts.	<b>RI.1.6</b>
With prompting and support, read prose, poetry and informational text of appropriate grade-level complexity.	<b>RL 1.10; RI.1.10</b>
Decode basic CVC (e.g., <i>met, trail, treat, wheat</i> ) and CVCC (e.g., <i>wind</i> ) and VC (e.g., <i>at</i> ) words and words with common digraphs (e.g., <i>th, sh, ch, wh, ck</i> ).	<b>RF.1.3.a,b</b>
Decode words with final –e (e.g., <i>ate, name</i> ) and words with common vowel teams (e.g., <i>mail, clay, read, seed, pie, boat, toe</i> ).	<b>RF.1.3.c</b>
Use knowledge that every syllable has a vowel to help determine if a word has one or more syllables in a printed word.	<b>RF.1.3.d</b>
Show recognition of two-syllable words by dividing words into syllables.	<b>RF.1.3.e</b>
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.	<b>RF.1.4.a,b</b>
Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.	<b>RF.1.4.c</b>
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.	<b>W.1.1; L.1.2.d,e</b>
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.	<b>W.1.5; L.1.2.b</b>
With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>W.1.6</b>
With guidance and support, use personal experiences or information gathered from provided sources (e.g., books, computers) to answer a question.	<b>W.1.8</b>
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>SL.1.4</b>
Clarify ideas, thoughts, and feelings by creating visual displays or drawings to add information and detail to a description.	<b>SL.1.5</b>
Use common, proper, and possessive nouns appropriately when writing or speaking.	<b>L.1.1.b</b>
Use singular and plural nouns with matching verbs in basic sentences. (e.g., <i>He jumps; We jump</i> ) when writing or speaking.	<b>L.1.1.c</b>
Use verbs to convey a sense of past, present, and future (e.g., <i>jump, jumped, will jump</i> ) when writing or speaking.	<b>L.1.1.e</b>
Use frequently occurring adjectives when writing or speaking (e.g., <i>happy, nice, big</i> ).	<b>L.1.1.f</b>
Use prompts (e.g., phrases, pictures) to produce or expand complete and compound declarative, interrogative, imperative, and exclamatory sentences.	<b>L.1.1.j</b>
Use commas where needed in sentences that contain a series of single words or dates.	<b>L.1.2.c</b>
Learn frequently occurring affixes and their meanings (e.g., <i>dis-</i> means “not” or “opposite of” so <i>dislike</i> means “not to like”) and use as clues to the meaning of a word.	<b>L.1.4.b</b>

With guidance and support, distinguish between shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.	<b>L.1.5.d</b>
Use words and phrases acquired through conversation when reading or being reading to.	<b>L.1.6</b>
Use frequently occurring conjunctions to signal simple relationships (e.g., <i>because, and, or</i> ).	<b>L.1.6</b>
<b>Unit 4 Essential Questions</b>	<b>Unit 4 Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How can I share what I know or what I learned through writing?</li> <li>● What skills and strategies can I use to become a more effective reader?</li> <li>● How can I share my opinion and convey my feelings in a concise way?</li> </ul>	<ul style="list-style-type: none"> <li>● Informative writing teaches readers facts rather than share feelings or tells a story.</li> <li>● Effective readers ask and answer questions about key details to determine or clarify the meaning of words and phrases in a text.</li> <li>● To communicate and persuade others of an opinion, you must support with reasons</li> </ul>
<b>Standard Code #</b>	<b>New Jersey Student Learning Standards</b>
<b>RL.1.1</b>	Ask and answer questions about key details in a text.
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.
<b>RL.1.5</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.
<b>RL.1.6</b>	Identify who is telling the story at various points in a text.
<b>RL.1.9</b>	Compare and contrast the adventures and experiences of characters in stories.
<b>RL.1.10</b>	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
<b>RI.1.1</b>	Ask and answer questions about key details in a text.
<b>RI.1.2</b>	Identify the main topic and retell key details of a text.
<b>RI.1.3</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>RI.1.5</b>	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.
<b>RI.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>RI.1.10</b>	With prompting and support, read informational texts at grade level text complexity or above.
<b>RF.1.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Know the spelling-sound correspondences for common consonant digraphs. (two letters that represent one sound).</li> <li>Decode regularly spelled one-syllable words.</li> <li>Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</li> <li>Use knowledge that every syllable must have a vowel sound to determine the number</li> </ol>

	<p>of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>
<b>RF.1.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<b>W.1.1</b>	<p>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.</p>
<b>W.1.5</b>	<p>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.</p>
<b>W.1.6</b>	<p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>
<b>W.1.8</b>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<b>SL.1.4</b>	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<b>SL.1.5</b>	<p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<b>L.1.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<b>L.1.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use end punctuation for sentences.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
<b>L.1.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>b. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p>
<b>L.1.5</b>	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>

<b>L.1.6</b>	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> ).	
<b>Evidence of Learning</b>		
<b>Summative Assessment</b>		
<ul style="list-style-type: none"> <li>● <i>Words Their Way</i>, <b>Pearson Learning Group</b></li> <li>● Unit Assessment</li> <li>● Developmental Reading Assessment (DRA)</li> <li>● Narrative Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Opinion/Informational Writing</li> <li>● Phonics Check</li> <li>● Personal Narrative</li> <li>● Reading Comprehension Assessment</li> </ul>	
<b>Formative Assessment</b>		
<ul style="list-style-type: none"> <li>● Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Think-Pair-Share</li> <li>● Teacher Observation</li> <li>● Student/Group Conferencing</li> </ul>	<ul style="list-style-type: none"> <li>● Homework</li> <li>● Whole/Small Group Participation</li> <li>● Observation</li> <li>● Hand Signals</li> <li>● Personal Journals</li> <li>● Writing Folders</li> </ul>	
<b>Instructional Materials and Resources</b>		
<ul style="list-style-type: none"> <li>● <i>Good Habits, Great Readers</i>, <b>Pearson Learning Group</b></li> <li>● <i>Words Their Way</i>, <b>Pearson Learning Group</b></li> <li>● <i>Write Habits</i>, <b>Pearson Learning Group</b></li> <li>● <i>Reading Street</i>, <b>Pearson Learning Group</b></li> <li>● <i>The Daily Five</i>, <b>Stenhouse Publishers</b></li> <li>● <i>The CAFE Book</i>, <b>Stenhouse Publishers</b></li> <li>● <i>Developmental Reading Assessment</i>, <b>Celebration Press/Pearson Learning Group</b></li> <li>● <i>Scholastic Magazine</i>, <b>Scholastic</b></li> </ul>	<ul style="list-style-type: none"> <li>● <i>YouTube Education</i>, <a href="https://www.youtube.com/t/education">https://www.youtube.com/t/education</a></li> <li>● <i>Brainpop Jr.</i>, <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a></li> <li>● <i>Pinterest</i>, <a href="https://www.pinterest.org">https://www.pinterest.org</a></li> <li>● <i>Teachers Pay Teachers</i>, <a href="https://www.teacherspayteachers.com">https://www.teacherspayteachers.com</a></li> <li>● <i>TumbleBook Library</i>, <a href="http://asp.tumblebooks.com/Home.aspx">http://asp.tumblebooks.com/Home.aspx</a></li> <li>● <i>Enchanted Learning</i>, <a href="http://www.enchantedlearning.com/">http://www.enchantedlearning.com/</a></li> <li>● <i>Readworks.org</i></li> </ul>	
<b>Integration of Technology</b>		
<ul style="list-style-type: none"> <li>● Computers</li> <li>● SMART Board</li> <li>● <a href="https://www.pearsonsuccessnet.com">https://www.pearsonsuccessnet.com</a></li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.abcya.com">www.abcya.com</a></li> </ul>	
<b>Curriculum Development Resources</b>		
<ul style="list-style-type: none"> <li>● <a href="http://www.state.nj.us/education/modelcurriculum/ela/">http://www.state.nj.us/education/modelcurriculum/ela/</a></li> <li>● <a href="http://www.corestandards.org/ELA-Literacy/">http://www.corestandards.org/ELA-Literacy/</a></li> <li>● <a href="http://www.state.nj.us/education/cccs/2016/ela/">http://www.state.nj.us/education/cccs/2016/ela/</a></li> </ul>		

## Grade 1 Language Arts Literacy

### Unit 5

Within this final unit, first grade students apply their prior phonics knowledge to decode, blend, and segment words with final -e, common vowel teams, digraphs, blends, and inflectional endings. Young readers develop summarization and retelling skills by identifying the central message or lesson within a variety of increasingly complex narrative and informational texts. First graders will also be able to revisit the text to respond orally and in writing. During Unit 5, developing first grade writers craft a personal narrative, informational piece, and an opinion piece through the application of the writing process as well as a variety of organizational skills. Additionally, first grade students will utilize a variety of digital tools to produce and publish their writing.

#### 21st Century Skills

<u>X</u> Creativity & Innovation	<u>  </u> Communication
<u>X</u> Critical Thinking and Problem Solving	<u>X</u> Collaboration

#### Unit 5 Learning Targets

##### Students will be able to...

- to recognize and read high-frequency words/ irregular words in and out of context
- to retell key details identifying the central message or lesson in literature texts and the main topic in informational
- to revisit the text to respond to reading (orally and in writing)
- to write an informational, personal narrative, and opinion piece.
- to use pronouns, frequently occurring conjunctions, demonstratives, and appropriate prepositions to form and complete sentences when speaking and writing
- to use a variety of digital tools to produce and publish writing, including in collaboration with peers
- to orally segment, identify phonemes in a single-syllable word, and pronounce (e.g., meet: /m/-/ee/-/t/)

New Jersey Student Learning Standards	Corresponding NJSLs
Retell key details identifying the central message or lesson in literature texts and the main topic in informational texts.	<b>RL.1.2; RI.1.2</b>
Describe settings, characters, and major events using key details with support from illustrations in literature.	<b>RL.1.3; RL.1.7</b>
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.	<b>RL.1.4</b>
Identify words that indicate who is telling the story at different points in the text.	<b>RL.1.6</b>
Compare and contrast characters' experiences and adventures in stories.	<b>RL.1.9</b>
With prompting and support, read prose and poetry of appropriate complexity for grade one.	<b>RL.1.10</b>
Ask and answer questions about the key details and for determining or clarifying the meaning of words and phrases in a text.	<b>RI.1.1; RI.1.4</b>
Distinguish long and short vowel sounds in a spoken single-syllable word.	<b>RF.1.2.a</b>
Blend phonemes of single-syllable words containing consonants and short vowels (e.g., <i>sit</i> ).	<b>RF.1.2.b</b>
Orally segment, identify phonemes in a single-syllable word, and pronounce (e.g., meet: /m/-/ee/-/t/).	<b>RF.1.2.c,d</b>
Decode basic CVC (e.g., met, trail, treat, wheat) and CVCC (e.g., <i>wind, knock</i> ) and VC (e.g., <i>at</i> ) words and words with common consonant digraphs.	<b>RF.1.3.a,b</b>

Decode words with final –e (e.g., <i>ate, name</i> ) and words with common vowel teams (e.g., <i>pie, high, boat, toe, bow, blue, suit</i> ).	<b>RF.1.3.c</b>
Use knowledge that every syllable has a vowel to help determine if a word has one or more syllables in a printed word.	<b>RF.1.3.d</b>
Show recognition of two-syllable words by dividing words into syllables (e.g., VCCV, VVVCV; Closed syllable, Vowel-C-e, Open syllable, Vowel Team, compound words, inflectional endings).	<b>RF.1.3.e</b>
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).	<b>RF.1.4.a,b</b>
Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy rate and comprehension.	<b>RF.1.4.c</b>
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.	<b>W.1.3</b>
With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<b>W.1.5</b>
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>W.1.6</b>
With guidance and support, use personal experiences or gathered information from provided sources (e.g., magazines, educational websites) to answer a question.	<b>W.1.8</b>
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.	<b>SL.1.a,b,c</b>
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>SL.1.4</b>
Add drawings, models, or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>SL.1.5</b>
During informal conversations or presentations, demonstrate the use of subjects and verbs to form complete sentences.	<b>SL.1.6</b>
Use pronouns (personal, possessive, and indefinite), frequently occurring conjunctions, demonstratives (e.g., <i>this, that, these</i> ) and appropriate prepositions to form and complete sentences when speaking and writing.	<b>L.1.1.d,g,h,i</b>
Use commas where needed in sentences that contain a series of single words or dates.	<b>L.1.2.c</b>
Use sentence-level context and frequently occurring affixes (e.g., <i>dis-</i> ) as a clue to determine the meaning of a word or phrase.	<b>L.1.4.a,b</b>

Unit 5 Essential Questions	Unit 5 Enduring Understandings
<ul style="list-style-type: none"> <li>● How does word choice affect the meaning of a text?</li> <li>● How can you determine the meaning of unknown words in a text?</li> <li>● How do readers construct meaning from a text?</li> <li>● How does accuracy and fluency support comprehension?</li> </ul>	<ul style="list-style-type: none"> <li>● Effective readers describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> <li>● In order to develop a deeper understanding of a text, readers use a variety of strategies such as predicting, determining importance, connecting, visualizing, retelling, and questioning.</li> <li>● In order to understand the text, readers must be</li> </ul>

	<p>able to accurately read and understand the words.</p> <ul style="list-style-type: none"> <li>● Effective readers use context clues to determine the meaning of unknown words.</li> </ul>
Standard Code #	Common Core State Standards
<b>RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>RL.1.3</b>	Describe characters, settings, and major events in a story, using key details.
<b>RL. 1.4</b>	Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.
<b>RL. 1.6</b>	Identify who is telling the story at various points in a text.
<b>RL. 1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>RL. 1.9</b>	Compare and contrast the adventures and experiences of characters in stories.
<b>RL.1.10</b>	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
<b>RI.1.1</b>	Ask and answer questions about key details in a text.
<b>RI.1.2</b>	Identify the main topic and retell key details of a text.
<b>RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>RI.1.10</b>	With prompting and support, read informational texts at grade level text complexity or above.
<b>RF.1.2</b>	<p>Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <ol style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ol>
<b>RF.1.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>Decode regularly spelled one-syllable words.</li> <li>Know final –e and common vowel team conventions for representing long vowel sounds.</li> <li>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> </ol>
<b>RF.1.4</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>
<b>W.1.3</b>	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.

<b>W.1.5</b>	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
<b>W.1.6</b>	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>W.1.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>SL.1.1</b>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups. <ul style="list-style-type: none"> <li>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).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>
<b>SL.1.4</b>	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>SL.1.5</b>	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>SL.1.6</b>	Produce complete sentences when appropriate to task and situation.
<b>L.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their, anyone, everything</i>).</li> <li>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> </ul>
<b>L.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>c. Use commas in dates and to separate single words in a series.</li> </ul>
<b>L.1.4</b>	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. <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</li> </ul>

### Evidence of Learning

#### Summative Assessment

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● <i>Words Their Way</i>, <b>Pearson Learning Group</b></li> <li>● Unit Assessment</li> <li>● Developmental Reading Assessment (DRA)</li> <li>● Narrative Writing Assessment</li> </ul> | <ul style="list-style-type: none"> <li>● Opinion/Informational Writing</li> <li>● Phonics Check</li> <li>● Personal Narrative</li> <li>● Reading Comprehension Assessment</li> </ul> |
|--|--|

#### Formative Assessment

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>● Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Think-Pair-Share</li> <li>● Teacher Observation</li> <li>● Student/Group Conferencing</li> </ul> | <ul style="list-style-type: none"> <li>● Homework</li> <li>● Whole/Small Group Participation</li> <li>● Observation</li> <li>● Hand Signals</li> <li>● Personal Journals</li> <li>● Writing Folders</li> </ul> |
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#### Instructional Materials and Resources

- *Good Habits, Great Readers*, **Pearson Learning Group**
- *Words Their Way*, **Pearson Learning Group**
- *Write Habits*, **Pearson Learning Group**
- *Reading Street*, **Pearson Learning Group**
- *The Daily Five*, **Stenhouse Publishers**
- *The CAFE Book*, **Stenhouse Publishers**
- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- *Scholastic Magazine*, **Scholastic**
- *YouTube Education*, <https://www.youtube.com/t/education>
- *Brainpop Jr.*, <https://jr.brainpop.com/>
- *Pinterest*, <https://www.pinterest.org>
- *Teachers Pay Teachers*, <https://www.teacherspayteachers.com>
- *TumbleBook Library*, <http://asp.tumblebooks.com/Home.aspx>
- *Enchanted Learning*, <http://www.enchantedlearning.com/>
- *Readworks.org*

### Integration of Technology

- Computers
- SMART Board
- <https://www.pearsonsuccessnet.com>
- [www.starfall.com](http://www.starfall.com)
- [www.abcya.com](http://www.abcya.com)

### Curriculum Development Resources

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.corestandards.org/ELA-Literacy/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

# New Jersey Student Learning Standards

## English Language Arts

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

The NJDOE *recommends* 90-minutes of uninterrupted literacy instruction for all students in grades K-5, and 80 minutes for grades 6 through 8.

# English Language Arts Standards for First Grade

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the NJLSA.R standards.

## Progress Indicators for Reading Literature Text

### Key Ideas and Details

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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 event(s) in a story, using key details.

### Craft and Structure

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RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

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.

RL.1.6. Identify who is telling the story at various points in a text.

### Integration of Knowledge and Ideas

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RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.8. (Not applicable to literature)

RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

### Range of Reading and Level of Text Complexity

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RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

# Progress Indicators for Reading Informational Text

## Key Ideas and Details

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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.

## Craft and Structure

---

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.

## Integration of Knowledge and Ideas

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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 and explain the application of this information with prompting as needed.

RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## Range of Reading and Level of Text Complexity

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RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

# Progress Indicators for Reading Foundation Skills

## Print Concepts

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- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
- A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

## Phonological Awareness

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- RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- 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).

## Phonics and Word Recognition

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- 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. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

## Fluency

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- 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.

# Progress Indicators for Writing

## Text Types and Purposes

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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.

W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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.

## Production and Distribution of Writing

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W.1.4. (Begins in grade 3)

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas 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.

## Research to Build and Present Knowledge

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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).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.1.9. (Begins in grade 4)

## Range of Writing

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W.1.10. (Begins in grade 3)

# Progress Indicators for Speaking and Listening

## Comprehension and Collaboration

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- 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 norms 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.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.

## Presentation of Knowledge and Ideas

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- 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.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

# Progress Indicators for Language

## Conventions of Standard English

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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.
- 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).
- D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- 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.
- 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*).
- J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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.
- C. Use commas in dates and to separate single words in a series.
- 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.

## Knowledge of Language

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L.1.3. (Begins in grade 2)

## Vocabulary Acquisition and Use

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L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly 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 and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
- C. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, 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 by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* 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*).
- 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.

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*).