ELA Model Curriculum- Grade 1

The East Greenwich School District adopted the Model Curriculum, developed by the State of New Jersey. This curriculum is aligned with the Common Core State Standards and is organized into 5 units of study. Each unit contains specific learning goals aligned to grade level content standards that are to be taught over a six week time period. Once students complete each unit, a formative assessment is given to measure student proficiency on those targeted skills.

For more information on the Model Curriculum please visit: http://www.state.nj.us/education/modelcurriculum

For more information on the Common Core State Standards please visit: http://www.corestandards.org/ELA-Literacy/

Treasures Series Online Resources:

http://leveledreaderdatabase.macmillanmh.com/lrdb/search.form

http://activities.macmillanmh.com/reading/treasures/html/main_student.html

http://www.mhschool.com/reading/treasure_workbooks/national.html

RAZ Kids: (check with your child's teacher for login) http://www.raz-kids.com/main/Login

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Unit 1	Months: September/October
Standard number	Student Learning Goal
RL.1.1	Answer questions posed about key details in a text.
RL.1.3; RL.1.7	Use illustrations and key details in a story to describe characters and settings.
RI.1.7	Use resources (e.g., charts, photographs) in a text for describing key ideas.
RF 1.1.a	Recognize a sentence begins with a capital letter and ends with a punctuation mark.
RF 1.2.a	Distinguish long and short vowel sounds in a spoken single-syllable word (e.g., cat, play).
RF 1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF 1.3.d	Count the syllables in printed multisyllabic words.
RF 1.2.c	Orally segment and identify phonemes in a single-syllable word, identifying initial, medial vowel and final sounds (e.g., top: /t/-/o/-/p/).
RF 1.3.b,d	Decode basic CVC (e.g., pin) and CVCC (e.g., back) and VC (e.g., it) words.
RF 1.3.g	Identify and read grade-level high-frequency/irregular words in and out of context.
RF 1.4.a,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, activating prior knowledge, and predicting the outcome of the selection).
RF 1.4.c	Monitor reading using context clues (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.
W 1.3; L.1.2.d	Organize ideas and information for writing showing a progressing and chronological narrative recounting two events using temporal words and a closing sentence.
L.1.1.e	Use verbs that depict past, present, and future (e.g. walk, walked, will walk) appropriately.
W 1.8	With guidance and support, listen to, discuss and compare published stories/texts written by various authors to answer a question.
SL.1.1.a,b,c	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.
SL.1.5	Add illustrations that represent descriptions of characters, places, or events for clarification.
L1.1.a	Use upper-and-lower case letters correctly in writing.
L 1.1.f	Use adjectives when describing people, places, things, and events.
L1.2.a	Capitalize names people and dates.
L 1.2.b	Use correct ending punctuation (e.g., period or question mark) for sentences.
L 1.2.e	Apply developmental spelling or phonics-based knowledge to write unfamiliar words.
L.1.6	Use words and phrases acquired through conversations, reading and begin read to.
L.1.6	Use frequently occurring conjunctions to signal simple relationships (e.g., because, and, or).

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Unit 2:	November/December
Standard number	**Student Learning Goal**
RL.1.1; L.1.6; SL.1.3	Ask questions posed about key details in a text for clarification using an array of familiar words.
RL.1.2	Retell stories, including key details learned from text into logical order.
RL.1.3; RL.1.7	Use illustrations and key details in a story to describe major events.
RL.1.4	Name words and phrases in a poem or story that suggest feelings or appeal to the senses.
RL.1.9	Compare and contrast characters' adventures and experiences in stories.
RL.1.10	With prompting and support, read prose and poetry of grade-level complexity.
RI.1.7	Use resources (e.g., charts, photographs) in a text to describe key ideas.
RF.1.2.c	Identify and pronounce the initial, medial vowel, and final sounds (phonemes) in a spoken one-syllable word.
RF.1.2.d	Orally segment and identify phonemes in a single-syllable word (e.g., top: /t/-/o/-/p/).
RF.1.3.a	Decode words with common consonant digraphs (e.g., fish, lunch)
RF.1.3.g	Identify and read grade-level high-frequency /irregular words in and out of context.
RF.1.4.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, activating prior knowledge, and predicting the outcome of the selection).
RF.1.4.c	Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.
W.1.3; L.1.2.a	Write narratives organizing ideas and information for writing including two or more sequenced events using temporal words and a sense of closure.
W.1.5	With guidance, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.
W.1.6	With assistance, compose and publish a variety of productions (e.g., stories, letters, and simple poems) in collaboration with peers using technology.
W.1.8	With guidance and support, recall experiences or gather information from provided sources to answer questions.
SL.1.1.a,b,c	Engage in collaborative conversations about grade one topics and texts (e.g., book groups, literature circles, and buddy reading) following agreed-upon rules for listening and group discussions (e.g., looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor) and asking questions for clarification.
SL.1.5	Add visual displays describing characters, places or events to descriptions for clarification.
L.1.2.b; RF.1.1a	Use varied ending punctuations (e.g., period or exclamation mark) and capitalization for dates, names and the beginning of a sentence appropriately when writing.
L 1.2.e	Apply developmental spelling or phonics-based knowledge to write unfamiliar words.
L.1.5.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).

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Unit 3:	January/February
Standard number	Student Learning Goal
RI.1.1; RI.1.4	Ask and answer questions about key details to determine or clarify the meaning of words and phrases in a text.
RI.1.2	Identify the main topic of a text and key details
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.5; RI.1.7	Utilize text features (e.g., charts, diagrams, time lines, maps) and details in texts to obtain information and locate key details.
RI.1.6	Tell the difference between information provided by pictures or illustrations and information provided by words in a text.
RI.1.8	Identify the key points an author makes in informational text and identify the textual evidence to support these points.
RI.1.9	Compare and contrast two texts on the same topic (e.g., illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts of appropriate grade-level complexity.
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.
RF.1.2.a	Distinguish the difference between a long vowel and short vowel sound in a spoken single-syllable word (e.g., hat, cake).
RF.1.2.b	Blend phonemes of single-syllable words containing consonants and short vowels, and including consonant blends.
RF.1.2.c,d	Orally segment, identify, and pronounce phonemes in a single-syllable word (e.g., top: /t/-/o/-/p/) isolating and promoting initial, medial vowel and final sounds.
RF.1.3.a,b **13**	Decode basic CVC (e.g., pin, mail, meet) and CVCC (e.g., wind) and VC (e.g., in) words and words with common consonant digraphs.
RF.1.3.c	Decode words with final –e (e.g., make, time, home) and words with common vowel teams (e.g., play, mail, team, seed).
RF.1.3.d	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.e	Show recognition of two-syllable words by dividing words into syllables.
RF.1.3.f	Read words with inflectional endings (e.g., likes, liked, waits, waited, waiting).
RF.1.3.g	Identify and read grade-level high-frequency /irregular words in and out of context.
RF.1.4.a,b	Establish a purpose for reading and answer comprehension questions about the text while adjusting reading rate to support accuracy and expression (e.g., looking at illustrations, activating prior knowledge, and predicting the outcome of the selection) in grade-level text.
RF.1.4.c	Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.
W.1.2	Write an informational/explanatory text naming the topic, including facts and concluding sentences.
W.1.5	With guidance and support, rewrite sentences, adding details and incorporating suggestions from peers.
W.1.6	With guidance and support, compose and publish a variety of productions (e.g., "how-to", letters, and simple poems) in collaboration with peers using technology.
W.1.7	Participate in shared research and writing projects.

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

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Unit 4:	March/April
Standard number	**Student Learning Goal**
RL.1.1	Ask and answer questions about key details in literature.
RI.1.1	Ask and answer questions about key details in informational text.
RL.1.2	Retell key details identifying the central message or lesson in literature texts.
RI.1.2	Retell key details identifying the main topic in informational texts.
RL.1.3	Use key details to describe characters, settings, and major events in a story.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RL.1.5	Explain the major differences between informational and literature texts, drawing on experiences reading of a range of text types.
RL.1.6	Identify who is telling the story at different points in a text.
RL.1.9	Compare and contrast characters' adventures and experiences in stories.
RI.1.9	Identify similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.5	Know and utilize text features (e.g., graphs, charts) in a text to locate key facts or information.
RI.1.6	Distinguish the difference between information acquired through pictures or illustrations and information acquired from words in informational texts.
RL 1.10; RI.1.10	With prompting and support, read prose, poetry and informational text of appropriate grade-level complexity.
RF.1.3.a,b	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.c	Decode words with final –e (e.g., ate, name) and words with common vowel teams (e.g., mail, clay, read, seed, pie, boat, toe).
RF.1.3.d	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.e	Show recognition of two-syllable words by dividing words into syllables.
RF.1.3.f	Read words with grade-appropriate inflectional endings (e.g., likes, liked, waits, waited, waiting).
RF.1.3.g	Identify and read grade-level high-frequency/irregular words in and out of context.
RF.1.4.a,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.
RF.1.4.c	Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy, rate and comprehension.
W.1.1; L.1.2.d,e	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.1.5; L.1.2.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.
W.1.6	With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.8	With guidance and support, use personal experiences or information gathered from provided sources (e.g., books, computers) to answer a question.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Clarify ideas, thoughts, and feelings by creating visual displays or drawings to add information and detail to a description.
L.1.1.b	Use common, proper, and possessive nouns appropriately when writing or speaking.
L.1.1.c	Use singular and plural nouns with matching verbs in basic sentences. (e.g., He jumps; We jump) when writing or speaking.
L.1.1.e	Use verbs to convey a sense of past, present, and future (e.g., jump, jumped, will jump) when writing or speaking.
L.1.1.f	Use frequently occurring adjectives when writing or speaking (e.g., happy, nice, big).
L.1.1.j	Use prompts (e.g., phrases, pictures) to produce or expand complete and compound declarative, interrogative, imperative, and exclamatory sentences.
L.1.4.b	Learn frequently occurring affixes and their meanings (e.g., dis-means "not" or "opposite of" so *dislike* means "not to like") and use as clues to the meaning of a word.
L.1.5.d	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.1.6	Use words and phrases acquired through conversation when reading or being reading to.
L.1.6	Use frequently occurring conjunctions to signal simple relationships (e.g., because, and, or).

Unit 5:	May/June
Standard number	Student Learning Goal
RL.1.2; RI.1.2	Retell key details identifying the central message or lesson in literature texts and the main topic in informational texts.
RL.1.3; RL.1.7	Describe settings, characters, and major events using key details with support from illustrations in literature.
RL.1.4	Identify and explain how words are used in a text by naming words and/or phrases that contribute to the feeling or appeal of a poem or story.
RL.1.6	Identify words that indicate who is telling the story at different points in the text.
RL.1.9	Compare and contrast characters' experiences and adventures in stories.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade one.
RI.1.1; RI.1.4	Ask and answer questions about the key details and for determining or clarifying the meaning of words and phrases in a text.
RF.1.2.a	Distinguish long and short vowel sounds in a spoken single-syllable word.
RF.1.2.b	Blend phonemes of single-syllable words containing consonants and short vowels (e.g., sit).
RF.1.2.c,d	Orally segment, identify phonemes in a single-syllable word, and pronounce (e.g., meet: /m/-/ee/-/t/).
RF.1.3.a,b	Decode basic CVC (e.g., met, trail, treat, wheat) and CVCC (e.g., wind, knock) and VC (e.g., at) words and words with common consonant digraphs.
RF.1.3.c	Decode words with final –e (e.g., ate, name) and words with common vowel teams (e.g., pie, high, boat, toe, bow, blue, suit).
RF.1.3.d	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.e	Show recognition of two-syllable words by dividing words into syllables (e.g, VCCV, VV VCV; Closed syllable, Vowel-C-e, Open syllable, Vowel Team, compound words, inflectional endings).
RF.1.3.f	Read words with inflectional endings (e.g., waits, waited, waiting, smaller, smallest).
RF.1.3.g	Identify and read grade-level high-frequency /irregular words in and out of context.
RF.1.4.a,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).
RF.1.4.c	Monitor reading using context clues and re-reading (e.g., word patterns, story structure, illustrations) to support accuracy rate and comprehension.
W.1.3	Use the writing process: show a progressing and chronological narrative recounting two or more events using temporal words, including some details and a closing sentence.
W.1.5	With guidance and support, focus on a topic, respond to questions and

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