

Main Criteria: Classroom Supplement Units Grade 1
Secondary Criteria: New Jersey Core Curriculum Content Standards
Subject: Language Arts
Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

New Jersey Core Curriculum Content Standards

Language Arts

Grade 1 - Adopted: 2014

CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	1.RL.1.	Ask and answer questions about key details in a text.
CONTENT STATEMENT	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CONTENT STATEMENT	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STATEMENT	1.RL.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.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT AREA / STANDARD	NJ.CC.1.RF.	Reading Standards: Foundational Skills
STRAND		Phonological Awareness
CONTENT STATEMENT	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CUMULATIVE PROGRESS INDICATOR	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT AREA / STANDARD	NJ.CC.1.RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.b.	Decode regularly spelled one-syllable words.

CUMULATIVE PROGRESS INDICATOR	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT AREA / STANDARD	NJ.CC.1.RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.a.	Read on-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Text Types and Purposes
CONTENT STATEMENT	1.W.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.
CONTENT STATEMENT	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STATEMENT	1.W.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.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	1.W.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).
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	1.SL.1.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).
CUMULATIVE PROGRESS INDICATOR	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	1.SL.6.	Produce complete sentences when appropriate to task and situation.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage

STATEMENT		when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	1.L.1.a.	Print all upper- and lowercase letters.
CUMULATIVE PROGRESS INDICATOR	1.L.1.b.	Use common, proper, and possessive nouns.
CUMULATIVE PROGRESS INDICATOR	1.L.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
CUMULATIVE PROGRESS INDICATOR	1.L.1.f.	Use frequently occurring adjectives.
CUMULATIVE PROGRESS INDICATOR	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
CUMULATIVE PROGRESS INDICATOR	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	1.L.2.b.	Use end punctuation for sentences.
CUMULATIVE PROGRESS INDICATOR	1.L.2.c.	Use commas in dates and to separate single words in a series.
CUMULATIVE PROGRESS INDICATOR	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CUMULATIVE PROGRESS INDICATOR	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.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.
CUMULATIVE PROGRESS INDICATOR	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	1.L.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.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., I named my hamster Nibbles because she nibbles too much because she likes that).

Unit 1

New Jersey Core Curriculum Content Standards

Language Arts

Grade 1 - Adopted: 2014

CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Key Ideas and Details

CONTENT STATEMENT	1.RL.1.	Ask and answer questions about key details in a text.
CONTENT STATEMENT	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CONTENT STATEMENT	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STATEMENT	1.RL.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.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT AREA / STANDARD	NJ.CC.1.RF.	Reading Standards: Foundational Skills
STRAND		Phonological Awareness
CONTENT STATEMENT	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CUMULATIVE PROGRESS INDICATOR	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT AREA / STANDARD	NJ.CC.1.RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.b.	Decode regularly spelled one-syllable words.
CONTENT AREA / STANDARD	NJ.CC.1.RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.a.	Read on-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Text Types and Purposes
CONTENT	1.W.1.	Write opinion pieces in which they introduce the topic or name the book they are

STATEMENT		writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
CONTENT STATEMENT	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STATEMENT	1.W.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.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	1.W.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).
CONTENT STATEMENT	1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	1.SL.1.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).
CUMULATIVE PROGRESS INDICATOR	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CUMULATIVE PROGRESS INDICATOR	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	1.SL.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
CONTENT STATEMENT	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	1.SL.6.	Produce complete sentences when appropriate to task and situation.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	1.L.1.b.	Use common, proper, and possessive nouns.
CUMULATIVE PROGRESS INDICATOR	1.L.1.f.	Use frequently occurring adjectives.
CUMULATIVE PROGRESS INDICATOR	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
CUMULATIVE PROGRESS INDICATOR	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT AREA	NJ.CC.1.	Language Standards

/ STANDARD	L.	
STRAND		Conventions of Standard English
CONTENT STATEMENT	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CUMULATIVE PROGRESS INDICATOR	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.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.
CUMULATIVE PROGRESS INDICATOR	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.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., I named my hamster Nibblet because she nibbles too much because she likes that).

Unit 2

New Jersey Core Curriculum Content Standards

Language Arts

Grade 1 - Adopted: 2014

CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	1.RL.1.	Ask and answer questions about key details in a text.
CONTENT STATEMENT	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CONTENT STATEMENT	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STATEMENT	1.RL.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.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT AREA	NJ.CC.1.	Reading Standards for Literature

/ STANDARD	RL.	
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT AREA / STANDARD	NJ.CC.1. RI.	Reading Standards for Informational Text
STRAND		Key Ideas and Details
CONTENT STATEMENT	1.RI.1.	Ask and answer questions about key details in a text.
CONTENT STATEMENT	1.RI.2.	Identify the main topic and retell key details of a text.
CONTENT AREA / STANDARD	NJ.CC.1. RI.	Reading Standards for Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	1.RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CONTENT STATEMENT	1.RI.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT AREA / STANDARD	NJ.CC.1. RI.	Reading Standards for Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	1.RI.7.	Use the illustrations and details in a text to describe its key ideas.
CONTENT STATEMENT	1.RI.8.	Identify the reasons an author gives to support points in a text.
CONTENT AREA / STANDARD	NJ.CC.1. RI.	Reading Standards for Informational Text
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	1.RI.10.	With prompting and support, read informational texts appropriately complex for grade
CONTENT AREA / STANDARD	NJ.CC.1. RF.	Reading Standards: Foundational Skills
STRAND		Phonological Awareness
CONTENT STATEMENT	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CUMULATIVE PROGRESS INDICATOR	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT AREA / STANDARD	NJ.CC.1. RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.b.	Decode regularly spelled one-syllable words.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT AREA / STANDARD	NJ.CC.1. RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS	1.RF.4.a.	Read on-level text with purpose and understanding.

INDICATOR		
CUMULATIVE PROGRESS INDICATOR	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Text Types and Purposes
CONTENT STATEMENT	1.W.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.
CONTENT STATEMENT	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STATEMENT	1.W.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.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	1.W.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).
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	1.SL.1.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).
CUMULATIVE PROGRESS INDICATOR	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CUMULATIVE PROGRESS INDICATOR	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STATEMENT	1.SL.6.	Produce complete sentences when appropriate to task and situation.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	1.L.1.b.	Use common, proper, and possessive nouns.
CUMULATIVE	1.L.1.f.	Use frequently occurring adjectives.

PROGRESS INDICATOR		
CUMULATIVE PROGRESS INDICATOR	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
CUMULATIVE PROGRESS INDICATOR	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	1.L.2.b.	Use end punctuation for sentences.
CUMULATIVE PROGRESS INDICATOR	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CUMULATIVE PROGRESS INDICATOR	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.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.
CUMULATIVE PROGRESS INDICATOR	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.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., I named my hamster Nibblet because she nibbles too much because she likes that).

Unit 3

New Jersey Core Curriculum Content Standards

Language Arts

Grade 1 - Adopted: 2014

CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	1.RL.1.	Ask and answer questions about key details in a text.
CONTENT STATEMENT	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CONTENT STATEMENT	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature

STRAND		Craft and Structure
CONTENT STATEMENT	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STATEMENT	1.RL.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.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT AREA / STANDARD	NJ.CC.1.RF.	Reading Standards: Foundational Skills
STRAND		Phonological Awareness
CONTENT STATEMENT	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CUMULATIVE PROGRESS INDICATOR	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT AREA / STANDARD	NJ.CC.1.RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.b.	Decode regularly spelled one-syllable words.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT AREA / STANDARD	NJ.CC.1.RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.a.	Read on-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Text Types and Purposes
CONTENT STATEMENT	1.W.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.
CONTENT STATEMENT	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STATEMENT	1.W.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.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	1.W.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).
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	1.SL.1.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).
CUMULATIVE PROGRESS INDICATOR	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CUMULATIVE PROGRESS INDICATOR	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STATEMENT	1.SL.6.	Produce complete sentences when appropriate to task and situation.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	1.L.1.b.	Use common, proper, and possessive nouns.
CUMULATIVE PROGRESS INDICATOR	1.L.1.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).
CUMULATIVE PROGRESS INDICATOR	1.L.1.f.	Use frequently occurring adjectives.
CUMULATIVE PROGRESS INDICATOR	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	1.L.2.b.	Use end punctuation for sentences.
CUMULATIVE	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for

PROGRESS INDICATOR		frequently occurring irregular words.
CUMULATIVE PROGRESS INDICATOR	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.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.
CUMULATIVE PROGRESS INDICATOR	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.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., I named my hamster Nibbles because she nibbles too much because she likes that).

Unit 4

New Jersey Core Curriculum Content Standards
Language Arts
Grade 1 - Adopted: 2014

CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	1.RL.1.	Ask and answer questions about key details in a text.
CONTENT STATEMENT	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CONTENT STATEMENT	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STATEMENT	1.RL.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.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT AREA	NJ.CC.1.	Reading Standards for Informational Text

/ STANDARD	RI.	
STRAND		Key Ideas and Details
CONTENT STATEMENT	1.RI.1.	Ask and answer questions about key details in a text.
CONTENT STATEMENT	1.RI.2.	Identify the main topic and retell key details of a text.
CONTENT AREA / STANDARD	NJ.CC.1. RI.	Reading Standards for Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	1.RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CONTENT STATEMENT	1.RI.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT AREA / STANDARD	NJ.CC.1. RI.	Reading Standards for Informational Text
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	1.RI.7.	Use the illustrations and details in a text to describe its key ideas.
CONTENT STATEMENT	1.RI.8.	Identify the reasons an author gives to support points in a text.
CONTENT AREA / STANDARD	NJ.CC.1. RI.	Reading Standards for Informational Text
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	1.RI.10.	With prompting and support, read informational texts appropriately complex for grade
CONTENT AREA / STANDARD	NJ.CC.1. RF.	Reading Standards: Foundational Skills
STRAND		Phonological Awareness
CONTENT STATEMENT	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CUMULATIVE PROGRESS INDICATOR	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT AREA / STANDARD	NJ.CC.1. RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.b.	Decode regularly spelled one-syllable words.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT AREA / STANDARD	NJ.CC.1. RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.a.	Read on-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT AREA / STANDARD	NJ.CC.1. W.	Writing Standards

STRAND		Text Types and Purposes
CONTENT STATEMENT	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	1.W.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).
CONTENT STATEMENT	1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	1.SL.1.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).
CUMULATIVE PROGRESS INDICATOR	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STATEMENT	1.SL.6.	Produce complete sentences when appropriate to task and situation.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	1.L.1.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).
CUMULATIVE PROGRESS INDICATOR	1.L.1.f.	Use frequently occurring adjectives.
CUMULATIVE PROGRESS INDICATOR	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	1.L.2.b.	Use end punctuation for sentences.
CUMULATIVE PROGRESS INDICATOR	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CUMULATIVE PROGRESS INDICATOR	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT AREA / STANDARD	NJ.CC.1. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.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.
CUMULATIVE PROGRESS INDICATOR	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT AREA / STANDARD	NJ.CC.1. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT AREA / STANDARD	NJ.CC.1. L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.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., I named my hamster Nibblet because she nibbles too much because she likes that).

Unit 5

**New Jersey Core Curriculum Content Standards
Language Arts
Grade 1 - Adopted: 2014**

CONTENT AREA / STANDARD	NJ.CC.1. RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	1.RL.1.	Ask and answer questions about key details in a text.
CONTENT STATEMENT	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CONTENT STATEMENT	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT AREA / STANDARD	NJ.CC.1. RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STATEMENT	1.RL.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.
CONTENT AREA / STANDARD	NJ.CC.1. RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT AREA / STANDARD	NJ.CC.1. RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT AREA / STANDARD	NJ.CC.1. RF.	Reading Standards: Foundational Skills

STRAND		Phonological Awareness
CONTENT STATEMENT	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CUMULATIVE PROGRESS INDICATOR	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CUMULATIVE PROGRESS INDICATOR	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT AREA / STANDARD	NJ.CC.1.RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT STATEMENT	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.b.	Decode regularly spelled one-syllable words.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT AREA / STANDARD	NJ.CC.1.RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.a.	Read on-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Text Types and Purposes
CONTENT STATEMENT	1.W.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.
CONTENT STATEMENT	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STATEMENT	1.W.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.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	1.W.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).
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration

CONTENT STATEMENT	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	1.SL.1.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).
CUMULATIVE PROGRESS INDICATOR	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CUMULATIVE PROGRESS INDICATOR	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	1.SL.6.	Produce complete sentences when appropriate to task and situation.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	1.L.1.b.	Use common, proper, and possessive nouns.
CUMULATIVE PROGRESS INDICATOR	1.L.1.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).
CUMULATIVE PROGRESS INDICATOR	1.L.1.f.	Use frequently occurring adjectives.
CUMULATIVE PROGRESS INDICATOR	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	1.L.2.b.	Use end punctuation for sentences.
CUMULATIVE PROGRESS INDICATOR	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CUMULATIVE PROGRESS INDICATOR	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.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.
CUMULATIVE PROGRESS INDICATOR	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.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., I named my hamster Nibbles because she nibbles too much because she likes that).

Unit 7

New Jersey Core Curriculum Content Standards

Language Arts

Grade 1 - Adopted: 2014

CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Key Ideas and Details
CONTENT STATEMENT	1.RL.1.	Ask and answer questions about key details in a text.
CONTENT STATEMENT	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CONTENT STATEMENT	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Craft and Structure
CONTENT STATEMENT	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STATEMENT	1.RL.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.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT AREA / STANDARD	NJ.CC.1.RL.	Reading Standards for Literature
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	1.RL.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
CONTENT AREA / STANDARD	NJ.CC.1.RF.	Reading Standards: Foundational Skills
STRAND		Phonological Awareness
CONTENT STATEMENT	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CUMULATIVE PROGRESS INDICATOR	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CUMULATIVE PROGRESS INDICATOR	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CUMULATIVE PROGRESS INDICATOR	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT AREA / STANDARD	NJ.CC.1.RF.	Reading Standards: Foundational Skills
STRAND		Phonics and Word Recognition
CONTENT	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

STATEMENT		
CUMULATIVE PROGRESS INDICATOR	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.b.	Decode regularly spelled one-syllable words.
CUMULATIVE PROGRESS INDICATOR	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT AREA / STANDARD	NJ.CC.1.RF.	Reading Standards: Foundational Skills
STRAND		Fluency
CONTENT STATEMENT	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.a.	Read on-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Text Types and Purposes
CONTENT STATEMENT	1.W.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.
CONTENT STATEMENT	1.W.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STATEMENT	1.W.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.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	1.W.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
CONTENT AREA / STANDARD	NJ.CC.1.W.	Writing Standards
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	1.W.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).
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CUMULATIVE PROGRESS INDICATOR	1.SL.1.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).
CUMULATIVE PROGRESS INDICATOR	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CUMULATIVE PROGRESS INDICATOR	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT AREA / STANDARD	NJ.CC.1.SL.	Speaking and Listening Standards

STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STATEMENT	1.SL.6.	Produce complete sentences when appropriate to task and situation.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	1.L.1.b.	Use common, proper, and possessive nouns.
CUMULATIVE PROGRESS INDICATOR	1.L.1.f.	Use frequently occurring adjectives.
CUMULATIVE PROGRESS INDICATOR	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Conventions of Standard English
CONTENT STATEMENT	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	1.L.2.b.	Use end punctuation for sentences.
CUMULATIVE PROGRESS INDICATOR	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CUMULATIVE PROGRESS INDICATOR	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT AREA / STANDARD	NJ.CC.1.L.	Language Standards
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).