

# Main Criteria: Classroom Supplement and Lesson Plans - First Grade

## Secondary Criteria: New Jersey Student Learning Standards

Subject: Language Arts

Grade: 1

### Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

#### New Jersey Student Learning Standards

Language Arts

Grade 1 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT STATEMENT

(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND

Speaking and Listening: Flexible communication and collaboration

CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND		Print Concepts
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND		Phonological Awareness
CONTENT STATEMENT	L.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.

CUMULATIVE PROGRESS INDICATOR	B.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	A.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
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CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Writing Language</b>
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
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CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
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CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
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CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
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CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	E.	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. □
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**CONTENT AREA / STANDARD** **Reading Domain**

STRAND	RL.CR.1. 1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1. 6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. □

**CONTENT AREA / STANDARD** **Writing Domain**

STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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**CONTENT AREA / STANDARD** **Speaking and Listening Domain**

STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT	(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements
STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements
STRAND	Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language
STRAND	Print Concepts

CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

STRAND		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.WF.1.3.	<b>Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</b>

CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
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CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
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CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

STRAND		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.VI.1.3.	<b>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>

CUMULATIVE PROGRESS INDICATOR	E.	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.■
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**CONTENT AREA / STANDARD** **Reading Domain**

STRAND	RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
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STRAND	RI.CI.1.2.	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
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**CONTENT AREA / STANDARD** **Writing Domain**

STRAND	W.IW.1.2.	<b>With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</b>
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CONTENT STATEMENT	A.	Introduce a topic.
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CONTENT STATEMENT	B.	Develop the topic with facts or other information and examples related to the topic.
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CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.1.3	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
CONTENT STATEMENT	A.	Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.

CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.AS.1.	Produce complete sentences when appropriate to task and situation.
	6.	

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## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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CONTENT AREA / STANDARD	<b>Reading Domain Anchor Statements</b>
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STRAND	<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	<b>Writing Domain Anchor Statements</b>
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STRAND	<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD	<b>Speaking and Listening Anchor Statements</b>
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STRAND	<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Print Concepts</b>
CONTENT STATEMENT	L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Phonological Awareness</b>
CONTENT STATEMENT	L.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.
CUMULATIVE PROGRESS INDICATOR	A. Distinguish long from short vowel sounds in spoken single-syllable words.
CUMULATIVE PROGRESS INDICATOR	B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CUMULATIVE PROGRESS INDICATOR	C.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
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CUMULATIVE PROGRESS INDICATOR	D.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Reading Language**

<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>CONTENT STATEMENT</b>	L.RF.1.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

CUMULATIVE PROGRESS INDICATOR	A.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
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CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
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CUMULATIVE PROGRESS INDICATOR	D.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Reading Language**

<b>STRAND</b>		<b>Fluency</b>
<b>CONTENT STATEMENT</b>	L.RF.1.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

CUMULATIVE PROGRESS INDICATOR	B.	Read grade-level text orally with accuracy, appropriate rate, and expression.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sound-Letter Basics</b>
<b>CONTENT STATEMENT</b>	L.WF.1.1.	<b>Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</b>

CUMULATIVE PROGRESS INDICATOR	A.	Write the upper and lowercase alphabets from memory.
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CUMULATIVE PROGRESS INDICATOR	B.	Write a common grapheme (letter or letter group) for each phoneme.
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CUMULATIVE PROGRESS INDICATOR	C.	Orally segment the phonemes in any single syllable, spoken word.
CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Spelling</b>
<b>CONTENT STATEMENT</b>	L.WF.1.2.	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
CUMULATIVE PROGRESS INDICATOR	A.	Short vowels and single consonants.
CUMULATIVE PROGRESS INDICATOR	B.	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
CUMULATIVE PROGRESS INDICATOR	C.	Initial and final consonant blends (must, slab, plump).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	B.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
CUMULATIVE PROGRESS INDICATOR	C.	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>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>New Jersey Student Learning Standards</b>		
<b>Language Arts</b>		
<b>Grade 1 - Adopted: 2023</b>		
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND	<b>Language: System and structure, effective use, and vocabulary</b>	
CONTENT STATEMENT	(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.	

CONTENT STATEMENT	(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.				
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.				
CONTENT AREA / STANDARD	<b>Reading Domain Anchor Statements</b>				
STRAND	<b>Reading: Text complexity and the growth of comprehension</b>				
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.				
CONTENT AREA / STANDARD	<b>Speaking and Listening Anchor Statements</b>				
STRAND	<b>Speaking and Listening: Flexible communication and collaboration</b>				
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>				
STRAND	<b>Phonological Awareness</b>				
CONTENT STATEMENT	L.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.			
CUMULATIVE PROGRESS INDICATOR	A.	Distinguish long from short vowel sounds in spoken single-syllable words.			
CUMULATIVE PROGRESS INDICATOR	B.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.			
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>				
STRAND	<b>Phonics and Word Recognition</b>				
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.			
CUMULATIVE PROGRESS INDICATOR	A.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).			
CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.			

CUMULATIVE PROGRESS INDICATOR	D.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CUMULATIVE PROGRESS INDICATOR	E.	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sound-Letter Basics</b>
<b>CONTENT STATEMENT</b>	L.WF.1.1.	<b>Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</b>
CUMULATIVE PROGRESS INDICATOR	A.	Write the upper and lowercase alphabets from memory.
CUMULATIVE PROGRESS INDICATOR	B.	Write a common grapheme (letter or letter group) for each phoneme.
CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Spelling</b>
<b>CONTENT STATEMENT</b>	L.WF.1.2.	<b>Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:</b>
CUMULATIVE PROGRESS INDICATOR	A.	Short vowels and single consonants.
CUMULATIVE PROGRESS INDICATOR	B.	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
CUMULATIVE PROGRESS INDICATOR	C.	Initial and final consonant blends (must, slab, plump).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	<b>Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</b>

CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	B.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
CUMULATIVE PROGRESS INDICATOR	C.	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).
CUMULATIVE PROGRESS INDICATOR	E.	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.4.5]
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
<b>STRAND</b>	RL.CR.1. 1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
<b>STRAND</b>	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
<b>STRAND</b>	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
<b>STRAND</b>	RL.MF.1. 6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	

STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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Week 03: Pre-Writing, p. 49-55

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2023**

**CONTENT AREA / STANDARD**

**Language Domain Anchor Statements**

STRAND	Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT	(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
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CONTENT STATEMENT	(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
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CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
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CONTENT STATEMENT	(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
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**CONTENT AREA / STANDARD**

**Reading Domain Anchor Statements**

STRAND	Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT AREA / STANDARD**

**Speaking and Listening Anchor Statements**

STRAND	Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Writing Language</b>
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STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.1.1.	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

CUMULATIVE PROGRESS INDICATOR	A.	Write the upper and lowercase alphabets from memory.
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CUMULATIVE PROGRESS INDICATOR	B.	Write a common grapheme (letter or letter group) for each phoneme.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Writing Language</b>
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STRAND		Spelling
CONTENT STATEMENT	L.WF.1.2.	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:

CUMULATIVE PROGRESS INDICATOR	A.	Short vowels and single consonants.
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CUMULATIVE PROGRESS INDICATOR	B.	Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
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CUMULATIVE PROGRESS INDICATOR	C.	Initial and final consonant blends (must, slab, plump).
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Writing Language</b>
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>	<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>	
CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>	<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>	
CONTENT STATEMENT	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	E.	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.6.5]
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.1. 1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1. 6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
<b>STRAND</b>	<b>SL.PE.1.1</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	<p>(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.</p>	
CONTENT STATEMENT	<p>(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.</p>	
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND	Reading: Text complexity and the growth of comprehension	
CONTENT STATEMENT	<p>(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND	Speaking and Listening: Flexible communication and collaboration	
CONTENT STATEMENT	<p>(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Phonological Awareness	
CONTENT STATEMENT	L.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.
CUMULATIVE PROGRESS INDICATOR	A.	Distinguish long from short vowel sounds in spoken single-syllable words.
CUMULATIVE PROGRESS INDICATOR	B.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	

<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>CONTENT STATEMENT</b>	L.RF.1.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

CUMULATIVE PROGRESS INDICATOR	A.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish long and short vowels when reading regularly spelled one-syllable words.

**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sound-Letter Basics</b>
<b>CONTENT STATEMENT</b>	L.WF.1.1.	<b>Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</b>

CUMULATIVE PROGRESS INDICATOR	A.	Write the upper and lowercase alphabets from memory.
CUMULATIVE PROGRESS INDICATOR	B.	Write a common grapheme (letter or letter group) for each phoneme.
CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.

**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	<b>Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</b>

CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

Language Domain - Foundational Skills: Writing Language		
CONTENT AREA / STANDARD		
STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)	
CONTENT STATEMENT	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	E.	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.VI.1.3]
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

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## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT AREA / STANDARD	Reading Domain Anchor Statements

<b>STRAND</b>	<b>Reading: Text complexity and the growth of comprehension</b>	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>	<b>Speaking and Listening: Flexible communication and collaboration</b>	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>	
<b>STRAND</b>	<b>Print Concepts</b>	
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>	
<b>STRAND</b>	<b>Phonological Awareness</b>	
CONTENT STATEMENT	L.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.
CUMULATIVE PROGRESS INDICATOR	B.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>	
<b>STRAND</b>	<b>Phonics and Word Recognition</b>	
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	A.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>	<b>Sound-Letter Basics</b>	

<b>CONTENT STATEMENT</b>	L.WF.1.1.	<b>Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</b>
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CUMULATIVE PROGRESS INDICATOR	A.	Write the upper and lowercase alphabets from memory.
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CUMULATIVE PROGRESS INDICATOR	B.	Write a common grapheme (letter or letter group) for each phoneme.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	<b>Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</b>

CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
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CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.VI.1.3.	<b>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>

CUMULATIVE PROGRESS INDICATOR	B.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
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CUMULATIVE PROGRESS INDICATOR	C.	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).
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CUMULATIVE PROGRESS INDICATOR	E.	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.□
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**CONTENT AREA / STANDARD** **Reading Domain**

STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.

STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
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**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**New Jersey Student Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2023**

**CONTENT AREA / STANDARD**

**Language Domain Anchor Statements**

STRAND	Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT	(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
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CONTENT STATEMENT
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(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

**CONTENT AREA / STANDARD**

**Reading Domain Anchor Statements**

STRAND	Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT AREA / STANDARD**

**Writing Domain Anchor Statements**

STRAND	Writing: Text types, responding to reading, and research
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CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT AREA / STANDARD**

**Speaking and Listening Anchor Statements**

STRAND	Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND		Print Concepts
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND		Phonological Awareness
CONTENT STATEMENT	L.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.

CUMULATIVE PROGRESS INDICATOR	B.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	A.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
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CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
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CUMULATIVE PROGRESS INDICATOR	E.	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Writing Language</b>
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STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.1.1.	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.
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**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
<b>CUMULATIVE PROGRESS INDICATOR</b>	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
<b>CUMULATIVE PROGRESS INDICATOR</b>	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
<b>CUMULATIVE PROGRESS INDICATOR</b>	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
<b>CUMULATIVE PROGRESS INDICATOR</b>	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Writing Language</b>
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**CONTENT AREA / STANDARD****Reading Domain**

<b>STRAND</b>	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
<b>STRAND</b>	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

**CONTENT AREA / STANDARD****Writing Domain**

STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**New Jersey Student Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2023**

**CONTENT AREA / STANDARD**

**Language Domain Anchor Statements**

STRAND	Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
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CONTENT STATEMENT	(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
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**CONTENT AREA / STANDARD**

**Reading Domain Anchor Statements**

STRAND	Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT AREA / STANDARD**

**Writing Domain Anchor Statements**

STRAND	Writing: Text types, responding to reading, and research
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CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT AREA / STANDARD**

**Speaking and Listening Anchor Statements**

STRAND	Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language
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STRAND		Print Concepts
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language
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STRAND		Phonological Awareness
CONTENT STATEMENT	L.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.

CUMULATIVE PROGRESS INDICATOR	A.	Distinguish long from short vowel sounds in spoken single-syllable words.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language
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STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
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CUMULATIVE PROGRESS INDICATOR	D.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language
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STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.1.1.	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
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CONTENT STATEMENT	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

**CONTENT AREA / STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Writing Language</b>
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**CONTENT AREA / STANDARD**

**Reading Domain**

STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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Week 08: Introduction to Unit 1 Note Making and Outlines, p. 89-97

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2023**

**CONTENT AREA / STANDARD**

**Language Domain Anchor Statements**

STRAND	Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT	(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
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**CONTENT AREA / STANDARD**

**Reading Domain Anchor Statements**

STRAND	Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT AREA / STANDARD**

**Writing Domain Anchor Statements**

STRAND	Writing: Text types, responding to reading, and research
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CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**CONTENT AREA / STANDARD**

**Speaking and Listening Anchor Statements**

STRAND	Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Print Concepts
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**CONTENT STATEMENT****L.RF.1.1.**

Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonological Awareness
CONTENT STATEMENT	L.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.

**CUMULATIVE PROGRESS INDICATOR****B.**

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

**CUMULATIVE PROGRESS INDICATOR****A.**

Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

**CUMULATIVE PROGRESS INDICATOR****C.**

Know final -e and common vowel team conventions for representing long vowel sounds.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND		Fluency
CONTENT STATEMENT	L.RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

**CUMULATIVE PROGRESS INDICATOR****B.**

Read grade-level text orally with accuracy, appropriate rate, and expression.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.1.1.	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

CUMULATIVE PROGRESS INDICATOR	A.	Write the upper and lowercase alphabets from memory.
CUMULATIVE PROGRESS INDICATOR	B.	Write a common grapheme (letter or letter group) for each phoneme.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	<b>Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</b>
CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.VI.1.3.	<b>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>
CUMULATIVE PROGRESS INDICATOR	E.	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.[]
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
<b>STRAND</b>	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
<b>STRAND</b>	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

<b>CONTENT AREA / STANDARD</b>			<b>Writing Domain</b>
STRAND	W.RW.1.7		Engage in discussion, drawing, and writing in brief but regular writing tasks.

<b>CONTENT AREA / STANDARD</b>			<b>Speaking and Listening Domain</b>
STRAND	SL.PE.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.</b>

CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>CONTENT AREA / STANDARD</b>			<b>Speaking and Listening Domain</b>
STRAND	SL.AS.1.6.		Produce complete sentences when appropriate to task and situation.

Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107

## **New Jersey Student Learning Standards**

### **Language Arts**

**Grade 1 - Adopted: 2023**

<b>CONTENT AREA / STANDARD</b>			<b>Language Domain Anchor Statements</b>
STRAND			<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT			(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

CONTENT STATEMENT	(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
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<b>CONTENT AREA / STANDARD</b>			<b>Writing Domain Anchor Statements</b>
STRAND			<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT			(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT			(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT AREA / STANDARD****Speaking and Listening Anchor Statements**

STRAND	Speaking and Listening: Flexible communication and collaboration	
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CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
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STRAND	Print Concepts	
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CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
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STRAND	Phonological Awareness	
CONTENT STATEMENT	L.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.

CUMULATIVE PROGRESS INDICATOR	C.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
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CUMULATIVE PROGRESS INDICATOR	D.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
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STRAND	Phonics and Word Recognition	
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
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STRAND	Sound-Letter Basics	
CONTENT STATEMENT	L.WF.1.1.	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

CUMULATIVE PROGRESS INDICATOR	A.	Write the upper and lowercase alphabets from memory.
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CUMULATIVE PROGRESS INDICATOR	B.	Write a common grapheme (letter or letter group) for each phoneme.
CUMULATIVE PROGRESS INDICATOR	C.	Orally segment the phonemes in any single syllable, spoken word.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	<b>Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</b>
CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.VI.1.3.	<b>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>
CUMULATIVE PROGRESS INDICATOR	E.	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.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	

STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
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<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>
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STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>
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STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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Week 10: Unit 2 Writing from Notes, p. 109-115

## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>
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STRAND	Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT	(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
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CONTENT STATEMENT	(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
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CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
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CONTENT STATEMENT	(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
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<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>
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STRAND	Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT AREA / STANDARD****Writing Domain Anchor Statements**

STRAND	Writing: Text types, responding to reading, and research
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**CONTENT STATEMENT**

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT AREA / STANDARD****Speaking and Listening Anchor Statements**

STRAND	Speaking and Listening: Flexible communication and collaboration
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**CONTENT STATEMENT**

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND	Print Concepts
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**CONTENT STATEMENT**

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND	Phonics and Word Recognition
CONTENT STATEMENT	L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

**CUMULATIVE PROGRESS INDICATOR**

C. Know final -e and common vowel team conventions for representing long vowel sounds.

**CUMULATIVE PROGRESS INDICATOR**

E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Writing Language**

STRAND	Sound-Letter Basics
CONTENT STATEMENT	L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

**CUMULATIVE PROGRESS INDICATOR**

A. Write the upper and lowercase alphabets from memory.

CUMULATIVE PROGRESS INDICATOR	B.	Write a common grapheme (letter or letter group) for each phoneme.
CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	E.	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.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	

STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.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.</b>
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.AS.1.6.	Produce complete sentences when appropriate to task and situation.
Week 11: Unit 2 Writing from Notes, p. 117-123		
<b>New Jersey Student Learning Standards</b>		
<b>Language Arts</b>		
<b>Grade 1 - Adopted: 2023</b>		
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND	<b>Language: System and structure, effective use, and vocabulary</b>	
CONTENT STATEMENT	(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	

CONTENT STATEMENT	(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	
CONTENT AREA / STANDARD	<b>Reading Domain Anchor Statements</b>	
STRAND	<b>Reading: Text complexity and the growth of comprehension</b>	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	<b>Writing Domain Anchor Statements</b>	
STRAND	<b>Writing: Text types, responding to reading, and research</b>	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	<b>Speaking and Listening Anchor Statements</b>	
STRAND	<b>Speaking and Listening: Flexible communication and collaboration</b>	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>	
STRAND	<b>Print Concepts</b>	
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>	
STRAND	<b>Phonological Awareness</b>	
CONTENT STATEMENT	L.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.
CUMULATIVE PROGRESS INDICATOR	B.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CUMULATIVE PROGRESS INDICATOR	C.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
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CUMULATIVE PROGRESS INDICATOR	D.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Reading Language**

STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	A.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
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CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.1.1.	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

CUMULATIVE PROGRESS INDICATOR	A.	Write the upper and lowercase alphabets from memory.
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CUMULATIVE PROGRESS INDICATOR	B.	Write a common grapheme (letter or letter group) for each phoneme.
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CUMULATIVE PROGRESS INDICATOR	C.	Orally segment the phonemes in any single syllable, spoken word.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
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CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

**CONTENT AREA / STANDARD**

**Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT AREA / STANDARD		<b>Language Domain - Foundational Skills: Writing Language</b>

**CONTENT AREA / STANDARD**

**Reading Domain**

STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

**CONTENT AREA / STANDARD**

**Writing Domain**

STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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<b>CONTENT AREA / STANDARD</b>			<b>Speaking and Listening Domain</b>
<b>STRAND</b>	<b>SL.PE.1.1</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>	
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	

<b>CONTENT AREA / STANDARD</b>			<b>Speaking and Listening Domain</b>
<b>STRAND</b>	<b>SL.AS.1.</b>	<b>Produce complete sentences when appropriate to task and situation.</b>	
	6.		

Week 12: Unit 2 Writing from Notes, p. 125-132

## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>		<b>Language Domain Anchor Statements</b>
<b>STRAND</b>		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

<b>CONTENT AREA / STANDARD</b>		<b>Reading Domain Anchor Statements</b>
<b>STRAND</b>		<b>Reading: Text complexity and the growth of comprehension</b>
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

<b>CONTENT AREA / STANDARD</b>		<b>Writing Domain Anchor Statements</b>
<b>STRAND</b>		<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<b>CONTENT AREA / STANDARD</b>		<b>Speaking and Listening Anchor Statements</b>
<b>STRAND</b>		<b>Speaking and Listening Anchor Statements</b>

<b>STRAND</b>	<b>Speaking and Listening: Flexible communication and collaboration</b>
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<b>CONTENT STATEMENT</b>	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>
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<b>STRAND</b>	<b>Print Concepts</b>
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<b>CONTENT STATEMENT</b>	L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>
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<b>STRAND</b>	<b>Phonological Awareness</b>
<b>CONTENT STATEMENT</b>	L.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.

<b>CUMULATIVE PROGRESS INDICATOR</b>	A. Distinguish long from short vowel sounds in spoken single-syllable words.
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<b>CUMULATIVE PROGRESS INDICATOR</b>	B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>
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<b>STRAND</b>	<b>Phonics and Word Recognition</b>
<b>CONTENT STATEMENT</b>	L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

<b>CUMULATIVE PROGRESS INDICATOR</b>	A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
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<b>CUMULATIVE PROGRESS INDICATOR</b>	C. Know final -e and common vowel team conventions for representing long vowel sounds.
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<b>CUMULATIVE PROGRESS INDICATOR</b>	D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
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<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>
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<b>STRAND</b>	<b>Fluency</b>
<b>CONTENT STATEMENT</b>	L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	B.	Read grade-level text orally with accuracy, appropriate rate, and expression.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sound-Letter Basics</b>
<b>CONTENT STATEMENT</b>	L.WF.1.1.	<b>Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</b>
CUMULATIVE PROGRESS INDICATOR	A.	Write the upper and lowercase alphabets from memory.
CUMULATIVE PROGRESS INDICATOR	B.	Write a common grapheme (letter or letter group) for each phoneme.
CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	<b>Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</b>
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
<b>STRAND</b>	RL.1.3.	Describe characters, settings, and major event(s) in a story, using key details.

STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.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.</b>
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.AS.1.6.	Produce complete sentences when appropriate to task and situation.

**Week 13: Unit 2 Writing from Notes, p. 133-139**

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2023**

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND	<b>Language: System and structure, effective use, and vocabulary</b>	
CONTENT STATEMENT	(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND	<b>Reading: Text complexity and the growth of comprehension</b>	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	

**CONTENT AREA / STANDARD****Writing Domain Anchor Statements**

STRAND	Writing: Text types, responding to reading, and research
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**CONTENT STATEMENT**

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT AREA / STANDARD****Speaking and Listening Anchor Statements**

STRAND	Speaking and Listening: Flexible communication and collaboration
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**CONTENT STATEMENT**

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Reading Language**

STRAND	Print Concepts
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**CONTENT STATEMENT**

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language
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STRAND	Phonics and Word Recognition
CONTENT STATEMENT	L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

**CUMULATIVE PROGRESS INDICATOR**

C. Know final -e and common vowel team conventions for representing long vowel sounds.

CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language
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STRAND	Sound-Letter Basics
CONTENT STATEMENT	L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

**CUMULATIVE PROGRESS INDICATOR**

A. Write the upper and lowercase alphabets from memory.

CUMULATIVE PROGRESS INDICATOR	B. Write a common grapheme (letter or letter group) for each phoneme.
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**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	<b>Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
<b>CUMULATIVE PROGRESS INDICATOR</b>	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
<b>CUMULATIVE PROGRESS INDICATOR</b>	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Writing Language</b>
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>

**CONTENT AREA / STANDARD** **L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.**

**CUMULATIVE PROGRESS INDICATOR** E. 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.□

**CONTENT AREA / STANDARD** **Reading Domain**

<b>STRAND</b>	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
<b>STRAND</b>	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
<b>STRAND</b>	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
<b>STRAND</b>	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

**CONTENT AREA / STANDARD** **Writing Domain**

STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>
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STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>
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STRAND	SL.AS.1.	Produce complete sentences when appropriate to task and situation.
	6.	

Week 14: Introduction to Unit 3 Retelling Narrative Stories, p. 141-152

## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>
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STRAND	Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
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CONTENT STATEMENT	(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
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<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>
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STRAND	Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>
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STRAND	Writing: Text types, responding to reading, and research
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CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT AREA / STANDARD	<b>Speaking and Listening Anchor Statements</b>
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STRAND	<b>Speaking and Listening: Flexible communication and collaboration</b>
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CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Print Concepts</b>
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CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Phonological Awareness</b>
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CONTENT STATEMENT	L.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.
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CUMULATIVE PROGRESS INDICATOR	A.	Distinguish long from short vowel sounds in spoken single-syllable words.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Phonics and Word Recognition</b>
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CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
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CUMULATIVE PROGRESS INDICATOR	D.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Writing Language</b>
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STRAND	<b>Sound-Letter Basics</b>
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CONTENT STATEMENT	L.WF.1.1.	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
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CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	E.	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.[]
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

STRAND	RL.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RI.MF.1.6.	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. ▶

<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.

<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.AS.1.6.	Produce complete sentences when appropriate to task and situation.

### Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>
STRAND	Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT	(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>
STRAND	Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD	<b>Speaking and Listening Anchor Statements</b>
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STRAND	<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Print Concepts</b>
CONTENT STATEMENT	L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Phonological Awareness</b>
CONTENT STATEMENT	L.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.

CUMULATIVE PROGRESS INDICATOR	A.	Distinguish long from short vowel sounds in spoken single-syllable words.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Phonics and Word Recognition</b>
CONTENT STATEMENT	L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
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CUMULATIVE PROGRESS INDICATOR	D.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Fluency</b>
CONTENT STATEMENT	L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	B.	Read grade-level text orally with accuracy, appropriate rate, and expression.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language
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STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.1.1.	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
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CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
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CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
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CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	B.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
CUMULATIVE PROGRESS INDICATOR	C.	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).
CUMULATIVE PROGRESS INDICATOR	E.	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.□
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. □
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.AS.1.6.	Produce complete sentences when appropriate to task and situation.

# New Jersey Student Learning Standards

## Language Arts

Grade 1 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND	Reading: Text complexity and the growth of comprehension	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND	Speaking and Listening: Flexible communication and collaboration	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Print Concepts	
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Phonological Awareness	
CONTENT STATEMENT	L.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.
CUMULATIVE PROGRESS INDICATOR	B.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Phonics and Word Recognition	

<b>CONTENT STATEMENT</b>	<b>L.RF.1.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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CUMULATIVE PROGRESS INDICATOR	A.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
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CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
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<b>CONTENT STATEMENT</b>	<b>L.WF.1.3.</b>	<b>Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</b>
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CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
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CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
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CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
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CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
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<b>CONTENT STATEMENT</b>	<b>L.KL.1.1.</b>	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
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<b>CONTENT STATEMENT</b>	<b>L.VI.1.3.</b>	<b>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>
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CUMULATIVE PROGRESS INDICATOR	E.	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.
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**CONTENT AREA / STANDARD** **Reading Domain**

STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. ▶

<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.AS.1.6.	Produce complete sentences when appropriate to task and situation.

Week 17: Unit 3 Retelling Narrative Stories, p. 169-175

## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>
STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT STATEMENT	(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
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CONTENT STATEMENT	(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
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CONTENT AREA / STANDARD	<b>Reading Domain Anchor Statements</b>
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STRAND	<b>Reading: Text complexity and the growth of comprehension</b>
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CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD	<b>Speaking and Listening Anchor Statements</b>
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STRAND	<b>Speaking and Listening: Flexible communication and collaboration</b>
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CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Print Concepts</b>
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CONTENT STATEMENT	L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Phonological Awareness</b>
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CONTENT STATEMENT	L.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.
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CUMULATIVE PROGRESS INDICATOR	A. Distinguish long from short vowel sounds in spoken single-syllable words.
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CUMULATIVE PROGRESS INDICATOR	B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Phonics and Word Recognition</b>
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CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	A.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish long and short vowels when reading regularly spelled one-syllable words.

**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.1.1.	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.VI.1.3.	<b>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>

<b>CUMULATIVE PROGRESS INDICATOR</b>	E.	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.□
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**CONTENT AREA / STANDARD****Reading Domain**

<b>STRAND</b>	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
<b>STRAND</b>	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
<b>STRAND</b>	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
<b>STRAND</b>	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND</b>	RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. □

**CONTENT AREA / STANDARD****Writing Domain**

<b>STRAND</b>	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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**CONTENT AREA / STANDARD****Speaking and Listening Domain**

<b>STRAND</b>	SL.PE.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.</b>
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<b>CONTENT STATEMENT</b>	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**CONTENT AREA / STANDARD****Speaking and Listening Domain**

<b>STRAND</b>	SL.AS.1.6.	Produce complete sentences when appropriate to task and situation.
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Week 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185

# New Jersey Student Learning Standards

## Language Arts

Grade 1 - Adopted: 2023

### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

##### STRAND

#### Language: System and structure, effective use, and vocabulary

##### CONTENT STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

### CONTENT AREA / STANDARD

#### Reading Domain Anchor Statements

##### STRAND

#### Reading: Text complexity and the growth of comprehension

##### CONTENT STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

##### CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

##### STRAND

#### Writing: Text types, responding to reading, and research

##### CONTENT STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

##### CONTENT STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

##### CONTENT STATEMENT

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### CONTENT AREA / STANDARD

#### Speaking and Listening Anchor Statements

##### STRAND

#### Speaking and Listening: Flexible communication and collaboration

##### CONTENT STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### CONTENT AREA / STANDARD

#### Language Domain - Foundational Skills: Reading Language

##### STRAND

#### Print Concepts

CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language
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STRAND		Phonics and Word Recognition
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language
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STRAND		Fluency
CONTENT STATEMENT	L.RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	B.	Read grade-level text orally with accuracy, appropriate rate, and expression.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
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CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
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CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
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CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
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CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	E.	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. □
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CONTENT AREA / STANDARD	Reading Domain
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STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
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STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
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STRAND	RI.CI.1.2.	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
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STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
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STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
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STRAND	RI.MF.1.6.	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. □
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STRAND	RI.AA.1.7.	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
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CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.IW.1.2.	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
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CONTENT STATEMENT	A.	Introduce a topic.
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CONTENT STATEMENT	B.	Develop the topic with facts or other information and examples related to the topic.
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CONTENT AREA / STANDARD	Writing Domain
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<b>STRAND</b>	<b>W.NW.1.3</b>	<b>With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</b>
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CONTENT STATEMENT	A.	Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
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<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>
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STRAND	W.SE.1.6.	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
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STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>
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<b>STRAND</b>	<b>SL.PE.1.1</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
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CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>
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STRAND	SL.AS.1.6.	Produce complete sentences when appropriate to task and situation.
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### Week 19: Unit 4 Summarizing a Reference, p. 1870193

## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>
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<b>STRAND</b>	<b>Language: System and structure, effective use, and vocabulary</b>
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CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
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<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>
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<b>STRAND</b>	<b>Reading: Text complexity and the growth of comprehension</b>
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CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD	<b>Writing Domain Anchor Statements</b>
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STRAND	<b>Writing: Text types, responding to reading, and research</b>
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD	<b>Speaking and Listening Anchor Statements</b>
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STRAND	<b>Speaking and Listening: Flexible communication and collaboration</b>
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Print Concepts</b>
CONTENT STATEMENT	L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Phonological Awareness</b>
CONTENT STATEMENT	L.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.

CUMULATIVE PROGRESS INDICATOR	A.	Distinguish long from short vowel sounds in spoken single-syllable words.
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CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>
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STRAND	<b>Phonics and Word Recognition</b>
CONTENT STATEMENT	L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		<b>Sound-Letter Basics</b>
CONTENT STATEMENT	L.WF.1.1.	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		<b>Spelling</b>
CONTENT STATEMENT	L.WF.1.2.	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
CUMULATIVE PROGRESS INDICATOR	A.	Short vowels and single consonants.
CUMULATIVE PROGRESS INDICATOR	B.	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
CUMULATIVE PROGRESS INDICATOR	C.	Initial and final consonant blends (must, slab, plump).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
CUMULATIVE PROGRESS INDICATOR	B.	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.

CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
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CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
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CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	E.	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.□
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**CONTENT AREA / STANDARD** **Reading Domain**

STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RI.CI.1.2.	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. □
STRAND	RI.AA.1.7.	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

**CONTENT AREA / STANDARD** **Writing Domain**

STRAND	W.SE.1.6.	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
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STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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**CONTENT AREA / STANDARD** **Speaking and Listening Domain**

STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
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CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**CONTENT AREA / STANDARD** **Speaking and Listening Domain**

STRAND	SL.AS.1.	Produce complete sentences when appropriate to task and situation.
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Week 20: Unit 4 Summarizing a Reference, p. 195-201

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2023**

**CONTENT AREA / STANDARD** **Language Domain Anchor Statements**

STRAND	Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
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CONTENT STATEMENT	(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
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**CONTENT AREA / STANDARD** **Reading Domain Anchor Statements**

STRAND	Reading: Text complexity and the growth of comprehension
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CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD			Writing Domain Anchor Statements
STRAND	Writing: Text types, responding to reading, and research		
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.		
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.		
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements		
STRAND	Speaking and Listening: Flexible communication and collaboration		
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language		
STRAND	Print Concepts		
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language		
STRAND	Phonological Awareness		
CONTENT STATEMENT	L.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.	
CUMULATIVE PROGRESS INDICATOR	A.	Distinguish long from short vowel sounds in spoken single-syllable words.	
CUMULATIVE PROGRESS INDICATOR	B.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language		
STRAND	Phonics and Word Recognition		

<b>CONTENT STATEMENT</b>	L.RF.1.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
CUMULATIVE PROGRESS INDICATOR	A.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish long and short vowels when reading regularly spelled one-syllable words.

**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Reading Language**

<b>STRAND</b>		<b>Fluency</b>
<b>CONTENT STATEMENT</b>	L.RF.1.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

CUMULATIVE PROGRESS INDICATOR	B.	Read grade-level text orally with accuracy, appropriate rate, and expression.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sound-Letter Basics</b>
<b>CONTENT STATEMENT</b>	L.WF.1.1.	<b>Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</b>

CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	<b>Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</b>

CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
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CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
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CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
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CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	E.	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.
CONTENT AREA / STANDARD	<b>Reading Domain</b>	
STRAND	RL.CR.1. 1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RI.CI.1.2.	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1. 6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. --
STRAND	RI.AA.1.7.	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
CONTENT AREA / STANDARD	<b>Writing Domain</b>	
STRAND	W.IW.1.2.	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

CONTENT STATEMENT	A.	Introduce a topic.
CONTENT STATEMENT	B.	Develop the topic with facts or other information and examples related to the topic.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.NW.1.3	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
CONTENT STATEMENT	A.	Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.SE.1.6.	With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.
STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.AS.1.6.	Produce complete sentences when appropriate to task and situation.

Week 21: Introduction to Unit 5 Writing from Pictures, p. 203-213

<b>New Jersey Student Learning Standards</b>		
<b>Language Arts</b>		
<b>Grade 1 - Adopted: 2023</b>		
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND	<b>Language: System and structure, effective use, and vocabulary</b>	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	

CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND	Reading: Text complexity and the growth of comprehension	
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND	Speaking and Listening: Flexible communication and collaboration	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Print Concepts	
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Phonics and Word Recognition	
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	<b>Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
<b>CUMULATIVE PROGRESS INDICATOR</b>	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
<b>CUMULATIVE PROGRESS INDICATOR</b>	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
<b>CUMULATIVE PROGRESS INDICATOR</b>	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Writing Language</b>
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.VI.1.3.	<b>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>

**CONTENT AREA / STANDARD****Reading Domain**

<b>STRAND</b>	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
<b>STRAND</b>	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
<b>STRAND</b>	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.

STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.	
STRAND	RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. ▶	
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>		
STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.	
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>		
STRAND	SL.PE.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.</b>	
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>		
STRAND	SL.AS.1.6.	Produce complete sentences when appropriate to task and situation.	

Week 22: Unit 5 Writing from Pictures, p. 215-221

## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND	<b>Language: System and structure, effective use, and vocabulary</b>	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT STATEMENT	(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND	<b>Reading: Text complexity and the growth of comprehension</b>	

CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT AREA / STANDARD**

**Writing Domain Anchor Statements**

STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT AREA / STANDARD**

**Speaking and Listening Anchor Statements**

STRAND	Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT AREA / STANDARD**

**Language Domain - Foundational Skills: Reading Language**

STRAND	Print Concepts
CONTENT STATEMENT	L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**CONTENT AREA / STANDARD**

**Language Domain - Foundational Skills: Reading Language**

STRAND	Phonics and Word Recognition
CONTENT STATEMENT	L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
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**CONTENT AREA / STANDARD**

**Language Domain - Foundational Skills: Reading Language**

STRAND	Fluency
CONTENT STATEMENT	L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	B.	Read grade-level text orally with accuracy, appropriate rate, and expression.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	E.	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.[]
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
STRAND	RL.CR.1. 1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

STRAND	RL.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RI.MF.1.6.	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. ▶
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	

STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
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STRAND	SL.PE.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.</b>
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
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STRAND	SL.AS.1.6.	Produce complete sentences when appropriate to task and situation.
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Week 23: Unit 5 Writing from Pictures, p. 223-229

## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>	
STRAND		<b>Language: System and structure, effective use, and vocabulary</b>
CONTENT STATEMENT		(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
STRAND		<b>Reading: Text complexity and the growth of comprehension</b>

CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	<b>Writing Domain Anchor Statements</b>	
STRAND	<b>Writing: Text types, responding to reading, and research</b>	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	<b>Speaking and Listening Anchor Statements</b>	
STRAND	<b>Speaking and Listening: Flexible communication and collaboration</b>	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>	
STRAND	<b>Print Concepts</b>	
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>	
STRAND	<b>Phonics and Word Recognition</b>	
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Writing Language</b>	
STRAND	<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>	
CONTENT STATEMENT	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**CONTENT AREA / STANDARD** **Reading Domain**

STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RI.MF.1.6.	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. ↗

Writing Domain		
CONTENT AREA / STANDARD		
STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
Speaking and Listening Domain		
CONTENT AREA / STANDARD		
STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
Speaking and Listening Domain		
CONTENT AREA / STANDARD		
STRAND	SL.AS.1.6.	Produce complete sentences when appropriate to task and situation.
Week 24: Unit 5 Writing from Pictures, p. 231-237		
New Jersey Student Learning Standards		
Language Arts		
Grade 1 - Adopted: 2023		
CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND	Reading: Text complexity and the growth of comprehension	
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	

CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	<b>Speaking and Listening Anchor Statements</b>	
STRAND	<b>Speaking and Listening: Flexible communication and collaboration</b>	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>	
STRAND	<b>Print Concepts</b>	
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>	
STRAND	<b>Phonological Awareness</b>	
CONTENT STATEMENT	L.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.
CUMULATIVE PROGRESS INDICATOR	A.	Distinguish long from short vowel sounds in spoken single-syllable words.
CUMULATIVE PROGRESS INDICATOR	B.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>	
STRAND	<b>Phonics and Word Recognition</b>	
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	A.	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.

CUMULATIVE PROGRESS INDICATOR	D.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language
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STRAND		Sound-Letter Basics
CONTENT STATEMENT	L.WF.1.1.	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
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CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
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CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
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CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	E.	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.□
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CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CR.1. 1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1. 6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. □

CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.

CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.AS.1. 6.	Produce complete sentences when appropriate to task and situation.

Week 25: Introductin to Unit 7 Inventive Writing, p. 239-247

## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
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<b>STRAND</b>	<b>Language: System and structure, effective use, and vocabulary</b>	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>	
<b>STRAND</b>	<b>Reading: Text complexity and the growth of comprehension</b>	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>	
<b>STRAND</b>	<b>Writing: Text types, responding to reading, and research</b>	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>	
<b>STRAND</b>	<b>Speaking and Listening: Flexible communication and collaboration</b>	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>	
<b>STRAND</b>	<b>Print Concepts</b>	
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>	
<b>STRAND</b>	<b>Phonological Awareness</b>	
CONTENT STATEMENT	L.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.
CUMULATIVE PROGRESS INDICATOR	A.	Distinguish long from short vowel sounds in spoken single-syllable words.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Reading Language**

<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>CONTENT STATEMENT</b>	L.RF.1.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

**CUMULATIVE PROGRESS INDICATOR**

C. Know final -e and common vowel team conventions for representing long vowel sounds.

**CUMULATIVE PROGRESS INDICATOR**

D. Distinguish long and short vowels when reading regularly spelled one-syllable words.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Reading Language**

<b>STRAND</b>		<b>Fluency</b>
<b>CONTENT STATEMENT</b>	L.RF.1.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

**CUMULATIVE PROGRESS INDICATOR**

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sound-Letter Basics</b>
<b>CONTENT STATEMENT</b>	L.WF.1.1.	<b>Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</b>

**CUMULATIVE PROGRESS INDICATOR**

D. Recognize that each syllable is organized around a vowel sound.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	<b>Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</b>

**CUMULATIVE PROGRESS INDICATOR**

B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.

**CUMULATIVE PROGRESS INDICATOR**

C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.

**CUMULATIVE PROGRESS INDICATOR**

D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing Language	
STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)	
CONTENT STATEMENT	L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
CUMULATIVE PROGRESS INDICATOR	E.	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.□
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RI.CI.1.2.	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. □
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.1.2.	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
CONTENT STATEMENT	A.	Introduce a topic.
CONTENT STATEMENT	B.	Develop the topic with facts or other information and examples related to the topic.
CONTENT AREA / STANDARD	Writing Domain	

<b>STRAND</b>	<b>W.NW.1.3</b>	<b>With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</b>
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<b>CONTENT STATEMENT</b>	A.	Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
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<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>
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<b>STRAND</b>	<b>W.RW.1.7</b>	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>
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<b>STRAND</b>	<b>SL.PE.1.1</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
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<b>CONTENT STATEMENT</b>	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>
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<b>STRAND</b>	<b>SL.AS.1.6.</b>	Produce complete sentences when appropriate to task and situation.
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Week 26: Unit 7 Inventive Writing, p. 249-255

## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

<b>CONTENT AREA / STANDARD</b>	<b>Language Domain Anchor Statements</b>
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<b>STRAND</b>	<b>Language: System and structure, effective use, and vocabulary</b>
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<b>CONTENT STATEMENT</b>	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
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<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain Anchor Statements</b>
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<b>STRAND</b>	<b>Reading: Text complexity and the growth of comprehension</b>
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<b>CONTENT STATEMENT</b>	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain Anchor Statements</b>
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<b>STRAND</b>	<b>Writing: Text types, responding to reading, and research</b>
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CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Anchor Statements</b>
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<b>STRAND</b>	<b>Speaking and Listening: Flexible communication and collaboration</b>
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CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>
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<b>STRAND</b>	<b>Print Concepts</b>
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CONTENT STATEMENT	L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>
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<b>STRAND</b>	<b>Phonological Awareness</b>
CONTENT STATEMENT	L.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.

CUMULATIVE PROGRESS INDICATOR	A. Distinguish long from short vowel sounds in spoken single-syllable words.
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<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>
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<b>STRAND</b>	<b>Phonics and Word Recognition</b>
CONTENT STATEMENT	L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

CUMULATIVE PROGRESS INDICATOR	C. Know final -e and common vowel team conventions for representing long vowel sounds.
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CUMULATIVE PROGRESS INDICATOR	D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
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**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		Sound-Letter Basics
<b>CONTENT STATEMENT</b>	L.WF.1.1.	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).

**CUMULATIVE PROGRESS INDICATOR**

D. Recognize that each syllable is organized around a vowel sound.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		Sentence Composition (Grammar, Syntax, and Punctuation)
<b>CONTENT STATEMENT</b>	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):

**CUMULATIVE PROGRESS INDICATOR**

B. Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.

**CUMULATIVE PROGRESS INDICATOR**

C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.

**CUMULATIVE PROGRESS INDICATOR**

D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		Sentence Composition (Grammar, Syntax, and Punctuation)
<b>CONTENT STATEMENT</b>	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

**CONTENT AREA / STANDARD****Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		Sentence Composition (Grammar, Syntax, and Punctuation)
<b>CONTENT STATEMENT</b>	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**CUMULATIVE PROGRESS INDICATOR**

E. 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.□

**CONTENT AREA / STANDARD****Reading Domain**

<b>STRAND</b>	RL.CR.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
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STRAND	RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RI.CI.1.2.	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. --

**CONTENT AREA / STANDARD**      **Writing Domain**

STRAND	W.IW.1.2.	<b>With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</b>
CONTENT STATEMENT	A.	Introduce a topic.
CONTENT STATEMENT	B.	Develop the topic with facts or other information and examples related to the topic.

**CONTENT AREA / STANDARD**      **Writing Domain**

STRAND	W.NW.1.3	<b>With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</b>
CONTENT STATEMENT	A.	Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.

**CONTENT AREA / STANDARD**      **Writing Domain**

STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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**CONTENT AREA / STANDARD**      **Speaking and Listening Domain**

STRAND	SL.PE.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.</b>
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

STRAND	SL.AS.1. 6.	Produce complete sentences when appropriate to task and situation.
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**Week 27: Unit 7 Inventive Writing, p. 257-263**

**New Jersey Student Learning Standards****Language Arts**

**Grade 1 - Adopted: 2023**

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements****STRAND****Language: System and structure, effective use, and vocabulary****CONTENT  
STATEMENT**

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

**CONTENT  
AREA /  
STANDARD****Reading Domain Anchor Statements****STRAND****Reading: Text complexity and the growth of comprehension****CONTENT  
STATEMENT**

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements****STRAND****Writing: Text types, responding to reading, and research****CONTENT  
STATEMENT**

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

**CONTENT  
STATEMENT**

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Anchor Statements****STRAND****Speaking and Listening: Flexible communication and collaboration****CONTENT  
STATEMENT**

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
AREA /  
STANDARD****Language Domain - Foundational Skills: Reading Language**

<b>STRAND</b>		<b>Print Concepts</b>
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>	
<b>STRAND</b>		<b>Phonological Awareness</b>
CONTENT STATEMENT	L.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.
CUMULATIVE PROGRESS INDICATOR	A.	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Reading Language</b>	
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
CUMULATIVE PROGRESS INDICATOR	D.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sound-Letter Basics</b>
CONTENT STATEMENT	L.WF.1.1.	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.

CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>		<b>Language Domain - Foundational Skills: Writing Language</b>

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	E.	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.□
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**CONTENT AREA / STANDARD** **Reading Domain**

STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
STRAND	RI.CR.1.1.	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RI.CI.1.2.	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

STRAND	RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. --
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<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
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STRAND	W.IW.1.2.	<b>With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</b>
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CONTENT STATEMENT	A.	Introduce a topic.
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CONTENT STATEMENT	B.	Develop the topic with facts or other information and examples related to the topic.
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<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
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STRAND	W.NW.1.3	<b>With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</b>
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CONTENT STATEMENT	A.	Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
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<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
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STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
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<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
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STRAND	SL.PE.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.</b>
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CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
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STRAND	SL.AS.1.6.	Produce complete sentences when appropriate to task and situation.
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Week 28: Revisiting Units 1 and 2, p. 267-273

## New Jersey Student Learning Standards

### Language Arts

Grade 1 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND	Speaking and Listening: Flexible communication and collaboration	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Print Concepts	
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Phonics and Word Recognition	
CONTENT STATEMENT	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Fluency	
CONTENT STATEMENT	L.RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	B.	Read grade-level text orally with accuracy, appropriate rate, and expression.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	E.	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.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
<b>STRAND</b>	RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
<b>STRAND</b>	RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

STRAND	RI.IT.1.3.	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
STRAND	RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. ▶
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.IW.1.2.	<b>With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.</b>
CONTENT STATEMENT	A.	Introduce a topic.
CONTENT STATEMENT	B.	Develop the topic with facts or other information and examples related to the topic.
<b>CONTENT AREA / STANDARD</b>	<b>Writing Domain</b>	
STRAND	W.NW.1.3	<b>With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</b>
CONTENT STATEMENT	A.	Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.PE.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.</b>
CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>CONTENT AREA / STANDARD</b>	<b>Speaking and Listening Domain</b>	
STRAND	SL.AS.1.6.	Produce complete sentences when appropriate to task and situation.
Week 29: Revisiting Unit 3, p. 275-282		
<b>New Jersey Student Learning Standards</b>		
<b>Language Arts</b>		

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT STATEMENT	(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND	Reading: Text complexity and the growth of comprehension	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND	Speaking and Listening: Flexible communication and collaboration	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Print Concepts	
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	

<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>CONTENT STATEMENT</b>	L.RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
CUMULATIVE PROGRESS INDICATOR	F.	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
CONTENT STATEMENT	L.KL.1.1.	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>CONTENT AREA / STANDARD</b>	<b>Language Domain - Foundational Skills: Writing Language</b>	
<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.VI.1.3.	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	E.	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.
<b>CONTENT AREA / STANDARD</b>	<b>Reading Domain</b>	
<b>STRAND</b>		
STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
STRAND	RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. ▶

**CONTENT AREA / STANDARD**      **Writing Domain**

STRAND	W.NW.1.3	<b>With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.</b>
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CONTENT STATEMENT      A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.

**CONTENT AREA / STANDARD**      **Writing Domain**

STRAND      W.RW.1.7      Engage in discussion, drawing, and writing in brief but regular writing tasks.

**CONTENT AREA / STANDARD**      **Speaking and Listening Domain**

STRAND	SL.PE.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.</b>
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CONTENT STATEMENT      B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**CONTENT AREA / STANDARD**      **Speaking and Listening Domain**

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

Week 30: Revisiting Unit 4, p. 283-290

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 1 - Adopted: 2023**

**CONTENT AREA / STANDARD**      **Language Domain Anchor Statements**

STRAND      Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT AREA / STANDARD	<b>Reading Domain Anchor Statements</b>	
STRAND	<b>Reading: Text complexity and the growth of comprehension</b>	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	<b>Writing Domain Anchor Statements</b>	
STRAND	<b>Writing: Text types, responding to reading, and research</b>	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	<b>Speaking and Listening Anchor Statements</b>	
STRAND	<b>Speaking and Listening: Flexible communication and collaboration</b>	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>	
STRAND	<b>Print Concepts</b>	
CONTENT STATEMENT	L.RF.1.1.	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>	
STRAND	<b>Phonological Awareness</b>	
CONTENT STATEMENT	L.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.
CUMULATIVE PROGRESS INDICATOR	A.	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT AREA / STANDARD	<b>Language Domain - Foundational Skills: Reading Language</b>	

<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>CONTENT STATEMENT</b>	L.RF.1.3.	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

CUMULATIVE PROGRESS INDICATOR	C.	Know final -e and common vowel team conventions for representing long vowel sounds.
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CUMULATIVE PROGRESS INDICATOR	D.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sound-Letter Basics</b>
<b>CONTENT STATEMENT</b>	L.WF.1.1.	<b>Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).</b>

CUMULATIVE PROGRESS INDICATOR	D.	Recognize that each syllable is organized around a vowel sound.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.WF.1.3.	<b>Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):</b>

CUMULATIVE PROGRESS INDICATOR	B.	Supply the "who," "is doing," "what," in a subject-verb-object sentence frame.
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CUMULATIVE PROGRESS INDICATOR	C.	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
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CUMULATIVE PROGRESS INDICATOR	D.	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
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**CONTENT AREA / STANDARD** **Language Domain - Foundational Skills: Writing Language**

<b>STRAND</b>		<b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>
<b>CONTENT STATEMENT</b>	L.VI.1.3.	<b>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>

CUMULATIVE PROGRESS INDICATOR	E.	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.□
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<b>CONTENT AREA / STANDARD</b>			<b>Reading Domain</b>
STRAND	RL.CR.1.1.	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).	
STRAND	RL.CI.1.2.	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).	
STRAND	RL.IT.1.3.	Describe characters, settings, and major event(s) in a story, using key details.	
STRAND	RI.IT.1.3.	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.	
STRAND	RL.MF.1.6.	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.	
STRAND	RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. --	
<b>CONTENT AREA / STANDARD</b>			<b>Writing Domain</b>
STRAND	W.IW.1.2.	With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.	
CONTENT STATEMENT	A.	Introduce a topic.	
CONTENT STATEMENT	B.	Develop the topic with facts or other information and examples related to the topic.	
<b>CONTENT AREA / STANDARD</b>			<b>Writing Domain</b>
STRAND	W.NW.1.3	With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.	
CONTENT STATEMENT	A.	Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.	
<b>CONTENT AREA / STANDARD</b>			<b>Writing Domain</b>
STRAND	W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.	
<b>CONTENT AREA / STANDARD</b>			<b>Speaking and Listening Domain</b>
STRAND	SL.PE.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	

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CONTENT STATEMENT	B.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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**CONTENT AREA / STANDARD** **Speaking and Listening Domain**

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STRAND	SL.AS.1.	Produce complete sentences when appropriate to task and situation.
	6.	