



Archdiocese of Newark Catholic Schools

Curriculum Mapping

Curriculum mapping is a process that helps schools and districts/ dioceses determine the “agreed-upon” learning for all students. Curriculum mapping was undertaken in the Archdiocese of Newark in order to ensure that a consistent, clearly articulated curriculum infused with Gospel values is being provided to all students in our schools. The curriculum maps for the Catholic schools of the Archdiocese of Newark identify the content to be taught and skills to be mastered at each grade level.

The expertise and experience of the educators within our schools is the main source for determining the content and skills students will be expected to master. The Archdiocesan curriculum maps are developed through a collaborative process which involves individual teacher contributions, small group sessions and larger group meetings. Relevant educational standards including those proposed by content area experts, the New Jersey Core Curriculum Content Standards, and the Common Core State Standards are used as a resource in the curriculum mapping process. The resulting consensus maps reflect the collective thinking of classroom teachers based on their observation of student learning and their knowledge of educational practice and research. The Archdiocesan curriculum maps include teacher generated ideas for the infusion of Gospel values and faith connection activities.

While the curriculum maps clearly articulate the expected learning for all students, individual teachers have the flexibility to teach the content and skills in their own manner by:

- ◆ utilizing their own particular strengths and teaching style
- ◆ addressing the varying learning needs of their students
- ◆ determining the order in which the content and skills are presented within a marking period
- ◆ including additional content and skills once students have met the learning expectations identified in the curriculum map

Administrators at all levels will maintain the responsibility to ensure that teachers are following the curriculum maps and that appropriate teaching is being conducted. This will be done through a combination of classroom observations, faculty meetings, professional development opportunities and teacher evaluations, as well as by using various measurement tools, including formative and summative assessments. The Archdiocesan curriculum maps will help ensure the academic excellence that is integral to the mission of our Catholic schools and will provide educators and parents with a clear understanding of the learning expectations at each grade level.

English Language Arts

Each of the curriculum maps for English Language Arts in kindergarten through 8th grade is divided into the five strands that compose the English Language Arts curriculum- Reading, Writing, Language, Speaking & Listening, and Handwriting. Although the curriculum maps are arranged by strands for organizational purposes, instruction in English Language Arts utilizes an approach that integrates the various strands. Content is repeated across grade levels, reflecting the spiraling nature of the English Language Arts curriculum. Spiraling allows students to deepen and expand their understanding of key content as required skills become increasingly sophisticated and complex.

July 2015

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English Language Arts Curriculum Map for Grade 1

READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>RF.1.2 All students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a) Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>Letter-Sound Correspondence R.F.1.2c</p> <p>Beginning and Final Blends R.F.1.2b</p> <p>Vowel Sounds R.F.1.2a, R.F.1.3c</p>	<p>Letter-Sound Correspondence</p> <ul style="list-style-type: none"> Recognize letters. Identify sounds associated with individual letters. <p>Beginning and Final Blends</p> <ul style="list-style-type: none"> Identify beginning and final blends. Produce sounds associated with beginning and final blends. <p>Vowel Sounds</p> <ul style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single syllable words. Recognize and pronounce words where the first vowel is a long vowel and the final e is silent. Identify words in which the letter y functions as a vowel. Recognize and pronounce diphthongs.* 	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Tests Quizzes Teacher Observation Fluency Assessments Reading Logs Book Reports Oral Reading Graphic Organizers Journals Portfolios Project-based Assessments Student Conferences Computer-based Assessments Role Playing/Skits Classwork Homework</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p>Gospel Values</p> <p>Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the</p>

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READING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>RF.1.2 All students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 All students will know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>	<p>R-Controlled Vowels R.F.1.3c</p> <p>Sight Words/High Frequency Words R.F.1.3g, L.1.2d</p> <p>Decoding and Blending RF.1.2, RF.1.3</p> <p>Irregularly Spelled Words RF.1.3g</p>	<p>R-Controlled Vowels</p> <ul style="list-style-type: none"> • Read words with r-controlled vowels. <p>Sight Words/High Frequency Words</p> <ul style="list-style-type: none"> • Identify high frequency and sight words in text. • Apply knowledge of word families to decode and build words. <p>Decoding and Blending</p> <ul style="list-style-type: none"> • Decode regularly spelled one and two syllable words following basic patterns. • Pronounce words by blending sounds. <p>Irregularly Spelled Words</p> <ul style="list-style-type: none"> • Recognize and read irregularly spelled high frequency words. 		<p>English Language Arts curriculum.</p> <p>Read and discuss stories with themes such as:</p> <ul style="list-style-type: none"> ○ Family and Friendship ○ Service Towards Others ○ Acceptance of Differences ○ Making Good Choices ○ Making Sacrifices <p>Read, discuss, and illustrate Bible stories.</p> <p>Sequence events presented in Bible stories.</p> <p>Promote Christian virtues during class discussions.</p> <p>Learn faith related vocabulary.</p>

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<p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3f Read words with inflectional endings.</p>	<p>Blends and Digraphs RF.1.2b, RF.1.3a</p> <p>Inflectional Endings RF.1.3f</p> <p>Homophones</p> <p>Rhyming Words</p>	<p>Blends and Digraphs</p> <ul style="list-style-type: none"> • Identify blends and digraphs in words. • Recognize the sounds associated with blends and digraphs. • Read words containing blends and digraphs. <p>Inflectional Endings</p> <ul style="list-style-type: none"> • Identify inflectional endings in spoken and written words. • Read words with inflectional endings. <p>Homophones</p> <ul style="list-style-type: none"> • Identify homophones (Ex., see/sea). • Distinguish between meanings of homophones. <p>Rhyming Words</p> <ul style="list-style-type: none"> • Identify words that rhyme. • Generate rhyming words for a given word. 		<p>Apply decoding and blending skills when learning new words in Religion.</p>

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READING

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<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read on-level text with purpose and understanding.</p> <p>b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c) Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p> <p>RL.1.10 /RI.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.1, RI.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p>	<p>Fluency/Accuracy Rate RF.1.4, RL.1.10, RI.1.10</p> <p>Character/Setting/Plot RL.1.3</p> <p>Main Idea RL.1.2, RL.1.2</p> <p>Supporting Details RL.1.1, RI.1.1, RI.1.2</p>	<p>Fluency/Accuracy Rate</p> <ul style="list-style-type: none"> • Read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding. <p>Character/Setting/Plot</p> <ul style="list-style-type: none"> • Identify the main characters in a story. • Identify the setting/s within a story. • Summarize the plot of a story. • Ask and answer questions about the elements of a story. <p>Main Idea</p> <ul style="list-style-type: none"> • Identify the main idea of a text. <p>Supporting Details</p> <ul style="list-style-type: none"> • Cite details in the text that support the main idea. 		

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<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>Summarizing RL.1.2</p> <p>Story Structure RL.1.2</p> <p>Sequence RL.1.2</p> <p>Narrator RL.1.6</p> <p>Problem Resolution RL.1.3</p> <p>Fiction and Non-Fiction RL.1.5, RI.1.5</p>	<p>Summarizing</p> <ul style="list-style-type: none"> Identify key elements of a story. Retell the key details of a text. <p>Story Structure</p> <ul style="list-style-type: none"> Differentiate the beginning, middle, and end of a story. <p>Sequence</p> <ul style="list-style-type: none"> List or retell events in a story in the order they happened. <p>Narrator</p> <ul style="list-style-type: none"> Identify who is telling a story (narrator). <p>Problem Resolution</p> <ul style="list-style-type: none"> Articulate the problem in the story and describe how it is resolved. <p>Fiction and Non-Fiction</p> <ul style="list-style-type: none"> Distinguish between books that tell made up stories (fiction) and 		

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<p>RL.1.1/RI.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Author's Purpose</p> <p>Cause and Effect RL.1.1, RL.1.7, SL.1.2</p>	<p>books that give information (non-fiction).</p> <ul style="list-style-type: none"> • Compare and contrast different types of stories on the same topic (Ex., animal fantasy and informational text). • Use text features to enhance comprehension. <p>Author's Purpose</p> <ul style="list-style-type: none"> • Identify the author's purpose (i.e., to inform, to entertain, to persuade). <p>Cause and Effect</p> <ul style="list-style-type: none"> • Differentiate between cause (why something happens) and effect (what happens because of something else). • Identify the cause and effect in a given situation within a story. 		

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<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Drawing Conclusions RL.1.1/RI.1.1, RL.1.3 RL.1.3, RL.1.4</p> <p>Sensory Details RL.1.4</p> <p>Compare and Contrast RL.1.9</p>	<p>Drawing Conclusions</p> <ul style="list-style-type: none"> • Use information in the text and prior knowledge to draw conclusions. • Identify textual clues used to reach a conclusion. <p>Sensory Details</p> <ul style="list-style-type: none"> • Cite words or phrases an author uses in a text to provide information about how something looks, feels, tastes, sounds, or smells. • Identify words or phrases in a text that suggest a character's feelings. <p>Compare and Contrast</p> <ul style="list-style-type: none"> • Describe how characters and the experiences of characters are alike and different. 		

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READING

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<p>RF.1.4c Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>L.1.5c Identify real-life connections between words and their use.</p> <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>Context Clues RF.1.4c, RI.1.4</p> <p>Making Connections RI.1.3, L.1.5c,</p> <p>Predictions</p> <p>Title/Author/Illustrator RI.1.5</p>	<p>Context Clues</p> <ul style="list-style-type: none"> • Use context clues to determine the meaning of a word or phrase and aid comprehension. • Locate and use words that give meaning to the story. <p>Making Connections</p> <ul style="list-style-type: none"> • Refer to prior knowledge to aid in comprehension. • Make text-to text, text-to-self, and text-to-world connections. <p>Predictions</p> <ul style="list-style-type: none"> • Predict what will happen in the story. • Cite facts from text to support prediction. <p>Title/Author/Illustrator</p> <ul style="list-style-type: none"> • Identify the title, author and illustrator of the text. 		

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<p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>Illustrations & Text Features RI.1.5, RI.1.6, RI.1.7, RI.1.7</p>	<p>Illustrations & Text Features</p> <ul style="list-style-type: none"> • Use illustrations to aid comprehension of a story. • Use illustrations in a story to describe the story’s characters and setting. • Use text features such as headings, captions, and bold print to locate information and aid comprehension. 		

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LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b) Use common, proper, and possessive nouns.</p> <p>c) Use singular and plural nouns with matching verbs in basic sentences.</p> <p>d) Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p>e) Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f) Use frequently occurring adjectives.</p> <p>g) Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h) Use determiners (e.g., articles, demonstratives).</p> <p>i) Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p>	<p>Nouns L.1.1b, L.1.1c</p> <p>Pronouns L.1.1d</p> <p>Verbs L.1.1e</p> <p>Adjectives L.1.1f</p>	<p>Nouns</p> <ul style="list-style-type: none"> Identify and use common, proper and possessive nouns. Identify nouns as singular or plural. Use singular and plural nouns with matching verbs. <p>Pronouns</p> <ul style="list-style-type: none"> Identify pronouns. Use personal, possessive, and indefinite pronouns. <p>Verbs</p> <ul style="list-style-type: none"> Identify verbs. Use the correct forms of verbs to convey past, present, future. Use the correct form of verbs for singular and plural nouns. <p>Adjectives</p> <ul style="list-style-type: none"> Identify words used as adjectives. Use common adjectives to describe nouns. 	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Tests Quizzes Reports Written Assignments Oral Communication Oral Presentations Group Projects Individual Projects Journals Portfolios Spelling Bees Computer-based assessments Worksheets Group Discussions Homework Classwork</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p>Gospel Values</p> <p>Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>

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LANGUAGE

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>RF.1.3f Read words with inflectional endings.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase. b) Use frequently occurring affixes as a clue to the meaning of a word. c) Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms.</p>	<p>Spelling L.1.2d, L.1.2e</p> <p>Contractions L.1.2</p> <p>Inflectional Endings RF.1.3f, L.1.4b & c</p> <p>Prefixes and Suffixes RF.1.3f, L.1.4b & c</p> <p>Compound Words L.1.2d, L.1.4</p>	<p>Spelling</p> <ul style="list-style-type: none"> • Use conventional spelling for sight words and high frequency words. • Utilize phonemic awareness to spell untaught words. <p>Contractions</p> <ul style="list-style-type: none"> • Combine two words to form a contraction. • Identify the words used to form a contraction. • Explain the use of an apostrophe in a contraction. <p>Inflectional endings</p> <ul style="list-style-type: none"> • Identify words with inflectional endings. <p>Prefixes and Suffixes</p> <ul style="list-style-type: none"> • Recognize how a prefix or a suffix changes a word. <p>Compound Words</p> <ul style="list-style-type: none"> • Identify and read compound words. 		<p>Include faith terms in vocabulary development.</p> <p>Incorporate Gospel values and faith related words in sentences and spelling practice.</p> <p>Use names of faith figures and places when learning about proper nouns and capitalization.</p>

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Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Sentences L.1.1j</p> <p>Word Order</p>	<ul style="list-style-type: none"> • Identify the two smaller words that make up the compound word. • Compose compound words from two smaller words. <p>Sentences</p> <ul style="list-style-type: none"> • Identify and write the four types of sentences: <ul style="list-style-type: none"> ○ Declarative/Telling ○ Imperative/Command ○ Interrogative/Asking ○ Exclamatory • Produce and expand complete simple sentences (all types). • Identify the subject (noun/naming part) and predicate (verb/action part) of a sentence. <p>Word Order</p> <ul style="list-style-type: none"> • Determine the correct word order in a sentence. 		

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LANGUAGE

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<p>RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize dates and names of people. b) Use end punctuation for sentences. c) Use commas in dates and to separate single words in a series.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b) Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c) Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d) Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by</p>	<p>Punctuation RF.1.1a, L.1.2b & c</p> <p>Capitalization L.1.2a</p> <p>Vocabulary L.1.5a</p> <p>Dictionary Skills L.1.5b</p>	<p>Punctuation</p> <ul style="list-style-type: none"> • Use end punctuation for sentences. • Use commas in dates and to separate words in a series. <p>Capitalization</p> <ul style="list-style-type: none"> • Print upper/lower case letters. • Capitalize dates and proper nouns. <p>Vocabulary</p> <ul style="list-style-type: none"> • Sort words into categories. • Define words by category or attributes • Identify situations or events in which one might use a specific word. <p>Dictionary Skills</p> <ul style="list-style-type: none"> • Alphabetize words to the second letter. • Find words in a dictionary based on alphabetical order. 		

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<p>defining or choosing them or by acting out the meanings.</p> <p>L.4.1a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Multi-Meaning Words L.1.4a, L.1.5</p> <p>Synonyms and Antonyms L.1.5d</p>	<ul style="list-style-type: none"> • Locate the meaning/definition of words. <p>Multi-Meaning Words</p> <ul style="list-style-type: none"> • Recognize the different meanings of multi-meaning words. <p>Synonyms and Antonyms</p> <ul style="list-style-type: none"> • Distinguish between synonyms and antonyms. • Identify a synonym and/or antonym for a given word. 		

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WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Sentence Structure SL.1.6, L.1.1j</p> <p>Writing Process W.1.5, W.1.6</p>	<p>Sentence Structure</p> <ul style="list-style-type: none"> • Compose clear and coherent sentences and paragraphs that develop a central idea. • Execute appropriate indentation when writing a paragraph. • Use nouns, adjectives and verbs to write complete and descriptive sentences. • Maintain subject and verb agreement in simple sentences. <p>Writing Process</p> <ul style="list-style-type: none"> ○ Pre-write ○ Draft ○ Evaluate ○ Revise ○ Edit ○ Publish • Brainstorm and organize ideas. • Use prior knowledge to construct complete sentences. • Incorporate creativity 	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Tests Quizzes Writing Assignments Written Responses Conferencing Group Projects Individual Projects Journal Writing Captioning Portfolios Rubrics Peer Reviews Classwork Homework Presentations</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p>Gospel Values</p> <p>Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>

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WRITING				
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<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p style="text-align: center;">Writing Prompts</p> <p style="text-align: center;">Narrative Writing W.1.3, W.1.5, W.1.6</p> <p style="text-align: center;">Opinion Writing W.1.1, W.1.5, W.1.6</p>	<p>and imagination using descriptive words.</p> <p>Writing Prompts</p> <ul style="list-style-type: none"> • Compose a response to a writing prompt. <p>Narrative Writing</p> <ul style="list-style-type: none"> • Create and recognize a narrative writing piece. • Recount two or more events in sequential order. • Use temporal words to indicate order of events. <p>Opinion Writing</p> <ul style="list-style-type: none"> • Create and recognize an opinion writing piece. • Identify the topic. • State an opinion. • Cite reasons to support opinion. 		<p>Write reflections about Bible stories.</p> <p>Write prayers for special days and/or events.</p> <p>Respond to writing prompts related to Gospel values or religion topics.</p> <p>Write thank you letters to community helpers.</p>

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English Language Arts Curriculum Map for Grade 1

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Informative/Explanatory Writing W.1.2, W.1.5, W.1.6, W.1.7, W.1.8</p> <p>Persuasive W.1.1</p> <p>Descriptive Writing W.1.3</p>	<p>Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • Create and recognize an informative/explanatory writing piece. • Identify key facts about a particular topic. • State facts about topic in an organized manner. <p>Persuasive</p> <ul style="list-style-type: none"> • Create and recognize a persuasive writing piece. <p>Descriptive Writing</p> <ul style="list-style-type: none"> • Create and recognize a descriptive writing piece. • Use age appropriate synonyms or descriptive words and details to enhance writing. 		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 1

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Letter Writing SL.1.6</p> <p>Book Reports W.1.1, W.1.2</p> <p>How-To Writing W.1.2, W.1.7</p> <p>Journals W.1.5</p>	<p>Letter Writing</p> <ul style="list-style-type: none"> • Compose a letter using proper conventions. <p>Book Reports</p> <ul style="list-style-type: none"> • Summarize the key elements of a book, such as title, author, illustrator, characters, setting, plot, problem and solution. • State an opinion about the book. • Provide reasons to support opinion. <p>“How-To” Writing</p> <ul style="list-style-type: none"> • List directions in the proper sequence for completing a specific task. <p>Journals</p> <ul style="list-style-type: none"> • Write regularly and independently to express thoughts and ideas. 		

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WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Story Writing W.1.3, W.1.5</p> <p>Poetry</p> <p>Lists W.1.8</p> <p>Graphic Organizers W.1.5, W.1.6, W.1.8</p>	<p>Story Writing</p> <ul style="list-style-type: none"> • Develop a story with a clear beginning, middle and ending. <p>Poetry</p> <ul style="list-style-type: none"> • Create a simple original poem. <p>Lists</p> <ul style="list-style-type: none"> • Organize ideas and thoughts in a list. <p>Graphic Organizers</p> <ul style="list-style-type: none"> • Create and utilize graphic organizers to generate and organize ideas in preparation for writing. • Identify elements to be included in writing, such as: character, setting, sequence of events, problem and solution, main idea, supporting details. 		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 1

WRITING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Response to Reading W.1.8</p> <p>Rephrasing</p> <p>Captions & Labels W.1.5</p> <p>Use of Illustration SL.1.5</p> <p>Technology W.1.6</p>	<p>Response Reading</p> <ul style="list-style-type: none"> • Write a response to a selected text. <p>Rephrasing</p> <ul style="list-style-type: none"> • Restate a question as a statement. <p>Captions & Labels</p> <ul style="list-style-type: none"> • Write a caption for a specific illustration. • Label the parts of a picture or diagram. <p>Use of Illustration</p> <ul style="list-style-type: none"> • Illustrate content of writing. <p>Technology</p> <ul style="list-style-type: none"> • Use a variety of digital tools to produce and publish written work. 		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 1

SPEAKING & LISTENING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c) Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Discussion SL.1.1a-c , SL.1.2, SL.1.3, SL.1.4</p> <p>Listening to Others SL.1.1, SL.1.2, SL.1.3</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a story. • Evaluate information and draw conclusions. • Demonstrate ability to consider other points of view and respect the opinions and ideas expressed by others. • Present ideas related to the topic being discussed. • Cooperatively brainstorm to complete a project. <p>Listening to Others</p> <ul style="list-style-type: none"> • Demonstrate behavior that shows respect for the speaker (i.e., sit or stand quietly, face the speaker, raise hand when appropriate, wait to be called on to speak). 	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Tests</p> <p>Quizzes</p> <p>Oral Presentations</p> <p>Class Participation</p> <p>Read-alouds</p> <p>Response to Oral Presentations</p> <p>Summary of Oral Presentations</p> <p>Group Discussions</p> <p>Plays and Skits</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p>Gospel Values</p> <p>Community</p> <p>Compassion</p> <p>Faith in God</p> <p>Forgiveness</p> <p>Hope</p> <p>Justice</p> <p>Love</p> <p>Peace</p> <p>Respect for Life</p> <p>Service</p> <p>Simplicity</p> <p>Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 1

SPEAKING & LISTENING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
<p>SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Critical Listening SL.1.1a-c, SL.1.2, SL.1.3</p> <p>Following Directions SL.1.3</p> <p>Dictation SL.1.6</p> <p>Oral Communication SL.1.4</p>	<ul style="list-style-type: none"> • Display self-control. • Focus on what the speaker is saying. • Interact appropriately in group discussions. <p>Critical Listening</p> <ul style="list-style-type: none"> • Classify, compare, deduce and describe information that was presented or read. <p>Following Directions</p> <ul style="list-style-type: none"> • Interpret what is said. • Recall information presented. • Perform given task. • Recall information presented. <p>Dictation</p> <ul style="list-style-type: none"> • Listen to and write spoken words or phrases. <p>Oral Communication</p> <ul style="list-style-type: none"> • Utilize appropriate language for formal and informal settings. 		<p>Memorize and recite prayers.</p> <p>Practice Mass responses.</p> <p>Listen to Bible stories read aloud and re-tell the story in one’s own words.</p> <p>Act out Bible stories.</p>

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 1

SPEAKING & LISTENING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
	<p>Oral Presentations SL.1.3, SL.1.4</p>	<ul style="list-style-type: none"> • Answer questions in a complete sentence. • Express ideas and feelings clearly. <p>Oral Presentations</p> <ul style="list-style-type: none"> • Demonstrate good public speaking techniques: <ul style="list-style-type: none"> ○ Audience Awareness ○ Eye Contact ○ Enunciation ○ Confidence ○ Expressiveness ○ Inflection • Display appropriate body language. • Exhibit ability to stay on topic. • Express ideas in a logical manner. • Articulate words. • Project voice and use expression. • Monitor volume/tone based on the situation. • Use appropriate visual aids or digital tools when needed. 		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 1

SPEAKING & LISTENING

Standards	Content	Skills	Assessment	Gospel Values & Faith Connections
	<p>Dramatic Interpretation & Role Play SL.1.4</p>	<ul style="list-style-type: none"> • Respond to questions posed in complete sentences. <p>Dramatic Interpretation & Role Play</p> <ul style="list-style-type: none"> • Present visual interpretations and modeling of information and concepts through role-playing and skits. 		

Archdiocese of Newark Catholic Schools
English Language Arts Curriculum Map for Grade 1

HANDWRITING

Standards	Content	Skills	Assessment	Gospel Values and Faith Connections
<p>WLP.1.1 Independently print legible letters, numerals, and punctuation on grade-level appropriate lined paper.</p> <ol style="list-style-type: none"> a) Identify and form uppercase and lowercase letters independently and legibly, with minimal rotations or reversals. b) Use uppercase letter for <i>I</i>. c) Identify and form numerals 0–9, including two digit numeral pairs (e.g., 27). d) Identify and form sentence end punctuation (period, exclamation point, question mark). <p>WLP.1.2 Produce printed letters, words, and sentences with proper proportion, size, and spacing on grade-level appropriate paper.</p> <ol style="list-style-type: none"> a) Control size of uppercase letters relative to lowercase letters. b) Print letters with ascenders approaching top line and descenders approaching bottom line. c) Align letter midpoints with midpoint dotted line. d) Print whole words with correct spacing between letters. e) Print sentences using correct spacing between words and between sentences. f) Print two-digit numerals using correct spacing. 	<p>Line Strokes WLP.1.1a &c WLP.1.2a-c</p> <p>Symbols and Punctuation Marks WLP.1.1d</p> <p>Upper & Lower Case Letters WLP.1.1a & b, WLP.1.2a-c</p> <p>Spacing WLP.1.2</p>	<p>Line Strokes</p> <ul style="list-style-type: none"> • Produce and reproduce correct line strokes for printed letters and numerals. <p>Symbols and Punctuation Marks</p> <ul style="list-style-type: none"> • Form symbols (Ex., math signs) and punctuation marks correctly. <p>Upper & Lower Case Letters</p> <ul style="list-style-type: none"> • Identify and form uppercase and lowercase letters. • Differentiate between uppercase and lowercase letters. • Use uppercase I when speaking about self. <p>Spacing</p> <ul style="list-style-type: none"> • Use appropriate spacing between letters. • Use appropriate spacing between words and sentences. 	<p>Student learning will be assessed on a continual basis using various types of formal and informal assessments. A list of possible assessment methods is provided below.</p> <p>Daily written work Writing Samples Timed writing tasks Worksheets Homework Teacher observation</p>	<p>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</p> <p>Gospel Values</p> <p>Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth</p> <p>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</p>

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English Language Arts Curriculum Map for Grade 1

HANDWRITING

Standards	Content	Skills	Assessment	Gospel Values and Faith Connections
<p>WLP.1.6 Print uppercase and lowercase letters and numerals with speed and fluency appropriate for grade 1.</p> <p>WLP.1.1 Independently print legible letters, numerals, and punctuation on grade-level appropriate lined paper.</p>	<p>Directionality</p> <p>Letter & Number Formation WLP.1.3c</p> <p>Line Usage WLP.1.2c</p> <p>Pencil Grip</p> <p>Writing Position WLP.1.1, WLP.1.2, WLP.1.6</p>	<ul style="list-style-type: none"> • Judge length of sentence relative to line length. <p>Directionality</p> <ul style="list-style-type: none"> • Produce left to right print. <p>Letter & Number Formation</p> <ul style="list-style-type: none"> • Produce top to bottom print. • Produce multi-digit numbers with correct spacing. <p>Line Usage</p> <ul style="list-style-type: none"> • Utilize the headline, midline and baseline to form all letters. <p>Pencil Grip</p> <ul style="list-style-type: none"> • Use the correct fingers (pincer grip) to properly hold the writing instrument. <p>Writing Position</p> <ul style="list-style-type: none"> • Use proper posture while writing. 		<p>Use faith-related vocabulary in handwriting practice.</p>

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HANDWRITING

Standards	Content	Skills	Assessment	Gospel Values and Faith Connections
<p>WLP.1.2 Produce printed letters, words, and sentences with proper proportion, size, and spacing on grade-level appropriate paper.</p> <p>WLP.1.6 Print uppercase and lowercase letters and numerals with speed and fluency appropriate for grade 1.</p>	<p>Writing Tools WLP.1.1, WLP.1.2, WLP.1.6</p> <p>Instrument Pressure WLP.1.1, WLP.1.2, WLP.1.6</p> <p>Neatness & Fluency WLP.1.1, WLP.1.2, WLP.1.6</p>	<ul style="list-style-type: none"> • Maintain proper paper position according to handedness. <p>Writing Tools</p> <ul style="list-style-type: none"> • Utilize a variety of writing tools in the appropriate manner. <p>Instrument Pressure</p> <ul style="list-style-type: none"> • Apply appropriate pressure with writing tools and when erasing. <p>Neatness & Fluency</p> <ul style="list-style-type: none"> • Demonstrate correct line usage and letter formation. • Produce legible written work in a timely manner. 		