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

## READING

<table>
<thead>
<tr>
<th>Standards</th>
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</table>
| **RF.1.2** | Letter-Sound Correspondence  
R.F.1.2c |
| All students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
a) Distinguish long from short vowel sounds in spoken single-syllable words.  
b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  
c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
| **RF.1.3c** | Vowel Sounds  
R.F.1.2a, R.F.1.3c |
| Know final -e and common vowel team conventions for representing long vowel sounds. |

### Letter-Sound Correspondence

- Recognize letters.  
- Identify sounds associated with individual letters.

### Beginning and Final Blends

- Identify beginning and final blends.  
- Produce sounds associated with beginning and final blends.

### Vowel Sounds

- 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.*

### Assessment

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.

- 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

### Gospel Values & Faith Connections

Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.

- **Gospel Values**  
  - Community  
  - Compassion  
  - Faith in God  
  - Forgiveness  
  - Hope  
  - Justice  
  - Love  
  - Peace  
  - Respect for Life  
  - Service  
  - Simplicity  
  - Truth

Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the...
Archdiocese of Newark Catholic Schools  
English Language Arts Curriculum Map for Grade 1

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</thead>
</table>
| RF.1.3g   | R-Controlled Vowels R.F.1.3c | R-Controlled Vowels  
- Read words with r-controlled vowels.  
Sight Words/High Frequency Words R.F.1.3g, L.1.2d |  |
| L.1.2d    |                      | Sight Words/High Frequency Words  
- Identify high frequency and sight words in text.  
- Apply knowledge of word families to decode and build words.  
Decoding and Blending RF.1.2, RF.1.3 |  |
| RF.1.2    | Decoding and Blending  
- Decode regularly spelled one and two syllable words following basic patterns.  
- Pronounce words by blending sounds.  
Irregularly Spelled Words RF.1.3g |  |
| RF.1.3g   | Irregularly Spelled Words  
- Recognize and read irregularly spelled high frequency words. |  |

**RF.1.3g**  
Recognize and read grade-appropriate irregularly spelled words.

**L.1.2d**  
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

**RF.1.2**  
All students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.1.3**  
All students will know and apply grade-level phonics and word analysis skills in decoding words.

**RF.1.3g**  
Recognize and read grade-appropriate irregularly spelled words.
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<tbody>
<tr>
<td>RF.1.2b</td>
<td>Blends and Digraphs RF.1.2b, RF.1.3a</td>
<td>Blends and Digraphs - Identify blends and digraphs in words. - Recognize the sounds associated with blends and digraphs. - Read words containing blends and digraphs.</td>
<td>Apply decoding and blending skills when learning new words in Religion.</td>
<td></td>
</tr>
<tr>
<td>RF.1.3a</td>
<td>Inflectional Endings RF.1.3f</td>
<td>Inflectional Endings - Identify inflectional endings in spoken and written words. - Read words with inflectional endings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RF.1.3f</td>
<td>Homophones</td>
<td>Homophones - Identify homophones (Ex., see/sea). - Distinguish between meanings of homophones.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RF.1.3f</td>
<td>Rhyming Words</td>
<td>Rhyming Words - Identify words that rhyme. - Generate rhyming words for a given word.</td>
<td></td>
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<td>READING Standards</td>
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</table>
| **RF.1.4** Read with sufficient accuracy and fluency to support comprehension.  
a) Read on-level text with purpose and understanding.  
b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
c) Use context to confirm or self-correct word recognition and understanding, re-reading as necessary. | **Fluency/Accuracy Rate** RF.1.4, RL.1.10, RI.1.10 | **Fluency/Accuracy Rate**  
- 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. | | |
| **RL.1.10 /RI.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1 | **Character/Setting/Plot** RL.1.3 | **Character/Setting/Plot**  
- 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. | | |
| **RL.1.3** Describe characters, settings, and major events in a story, using key details. | **Main Idea** RL.1.2, RL.1.2 | **Main Idea**  
- Identify the main idea of a text. | | |
| **RL.1.1, RI.1.1** Ask and answer questions about key details in a text. | **Supporting Details** RL.1.1, RI.1.1, RI.1.2 | **Supporting Details**  
- Cite details in the text that support the main idea. | | |
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<tbody>
<tr>
<td>RL.1.2</td>
<td>Summarizing</td>
<td>Summarizing</td>
<td></td>
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<tr>
<td>RL.1.8</td>
<td></td>
<td>- Identify key elements of a story.</td>
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<tr>
<td>RL.1.6</td>
<td>Story Structure</td>
<td>- Retell the key details of a text.</td>
<td></td>
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<tr>
<td>RL.1.3</td>
<td>Sequence</td>
<td>Story Structure</td>
<td></td>
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<tr>
<td>RL.1.5</td>
<td>Narrator</td>
<td>- Differentiate the beginning, middle, and end of a story.</td>
<td></td>
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<tr>
<td>RL.1.5</td>
<td>Problem Resolution</td>
<td>Sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.1.5</td>
<td>Fiction and Non-Fiction</td>
<td>- List or retell events in a story in the order they happened.</td>
<td></td>
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</tr>
<tr>
<td>RL.1.5</td>
<td>Fiction and Non-Fiction</td>
<td>- Identify who is telling a story (narrator).</td>
<td></td>
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</tr>
<tr>
<td>RL.1.5</td>
<td>Fiction and Non-Fiction</td>
<td>- Articulate the problem in the story and describe how it is resolved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.1.5</td>
<td>Fiction and Non-Fiction</td>
<td>- Distinguish between books that tell made up stories (fiction) and</td>
<td></td>
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</tr>
<tr>
<td>Standards</td>
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<td>Skills</td>
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</tbody>
</table>
| RL.1.1/RI.1.1 | Ask and answer questions about key details in a text. | books that give information (non-fiction).  
  - Compare and contrast different types of stories on the same topic (Ex., animal fantasy and informational text).  
  - Use text features to enhance comprehension. |            |                                  |
| RL.1.7     | Use illustrations and details in a story to describe its characters, setting, or events. | Author’s Purpose  
  - Identify the author’s purpose (i.e., to inform, to entertain, to persuade). |            |                                  |
| SL.1.2     | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | Cause and Effect  
  - 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. |            |                                  |
### Archdiocese of Newark Catholic Schools
### English Language Arts Curriculum Map for Grade 1

#### READING

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</table>
| **RL.1.3** Describe characters, settings, and major events in a story, using key details. | **Drawing Conclusions** RL.1.1/RI.1.1, RL.1.3 RI.1.3, RL.1.4 | **Drawing Conclusions**  
- Use information in the text and prior knowledge to draw conclusions.  
- Identify textual clues used to reach a conclusion. | | |
| **RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text. | **Sensory Details** RL.1.4 | **Sensory Details**  
- 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. | | |
| **RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | **Compare and Contrast** RL.1.9 | **Compare and Contrast**  
- Describe how characters and the experiences of characters are alike and different. | | |
<p>| <strong>RL.1.9</strong> Compare and contrast the adventures and experiences of characters in stories. | | | | |</p>
<table>
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<tr>
<th>RF.1.4c</th>
<th>Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</th>
</tr>
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<tbody>
<tr>
<td>RI.1.4</td>
<td>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
</tr>
<tr>
<td>RI.1.3</td>
<td>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
</tr>
<tr>
<td>L.1.5c</td>
<td>Identify real-life connections between words and their use.</td>
</tr>
</tbody>
</table>

**Context Clues**
- RF.1.4c, RI.1.4

**Making Connections**
- RI.1.3, L.1.5c

**Predictions**
- RI.1.5

**Context Clues**
- 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.

**Making Connections**
- Refer to prior knowledge to aid in comprehension.
- Make text-to-text, text-to-self, and text-to-world connections.

**Predictions**
- Predict what will happen in the story.
- Cite facts from text to support prediction.

**Title/Author/Illustrator**
- Identify the title, author, and illustrator of the text.
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<tbody>
<tr>
<td>RI.1.6</td>
<td>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
<td>Illustrations &amp; Text Features RI.1.5, RI.1.6, RI.1.7, RI.1.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RL.1.7</td>
<td>Use illustrations and details in a story to describe its characters, setting, or events.</td>
<td>Illustrations &amp; Text Features • 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RI.1.7</td>
<td>Use the illustrations and details in a text to describe its key ideas.</td>
<td></td>
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### Archdiocese of Newark Catholic Schools
#### English Language Arts Curriculum Map for Grade 1

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</thead>
<tbody>
<tr>
<td><strong>L.1.1</strong></td>
<td>Nouns</td>
<td><strong>Nouns</strong></td>
<td>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.</td>
<td>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</td>
</tr>
</tbody>
</table>
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | - Identify and use common, proper and possessive nouns.  
- Identify nouns as singular or plural.  
- Use singular and plural nouns with matching verbs. | 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 | **Gospel Values**  
Community  
Compassion  
Faith in God  
Forgiveness  
Hope  
Justice  
Love  
Peace  
Respect for Life  
Service  
Simplicity  
Truth |  
Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum. |
| b) Use common, proper, and possessive nouns. | **Pronouns** | - Identify pronouns.  
- Use personal, possessive, and indefinite pronouns. |  |  |
| c) Use singular and plural nouns with matching verbs in basic sentences. | **Verbs** | - Identify verbs.  
- Use the correct forms of verbs to convey past, present, future.  
- Use the correct form of verbs for singular and plural nouns. |  |  |
| d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). | **Adjectives** | - Identify words used as adjectives.  
- Use common adjectives to describe nouns. |  |  |
| e) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). |  |  |  |  |
| f) Use frequently occurring adjectives. |  |  |  |  |
| g) Use frequently occurring conjunctions (e.g., and, but, or, so, because). |  |  |  |  |
| h) Use determiners (e.g., articles, demonstratives). |  |  |  |  |
| i) Use frequently occurring prepositions (e.g., during, beyond, toward). |  |  |  |  |
## Archdiocese of Newark Catholic Schools

### English Language Arts Curriculum Map for Grade 1

#### LANGUAGE

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</table>
| **L.1.2** | Spelling L.1.2d, L.1.2e | **Spelling**  
- Use conventional spelling for sight words and high frequency words.  
- Utilize phonemic awareness to spell untaught words. | | Include faith terms in vocabulary development.  
Incorporate Gospel values and faith related words in sentences and spelling practice. |
| **RF.1.3f** | Contractions L.1.2 | **Contractions**  
- Combine two words to form a contraction.  
- Identify the words used to form a contraction.  
- Explain the use of an apostrophe in a contraction. | | Use names of faith figures and places when learning about proper nouns and capitalization. |
| **L.1.4** | Inflectional Endings RF.1.3f, L.1.4b &c | **Inflectional endings**  
- Identify words with inflectional endings. | | |
| | Prefixes and Suffixes RF.1.3f, L.1.4b & c | **Prefixes and Suffixes**  
- Recognize how a prefix or a suffix changes a word. | | |
| | Compound Words L.1.2d, L.1.4 | **Compound Words**  
- Identify and read compound words. | | |

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.

Read words with inflectional endings.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

a) Use sentence-level context as a clue to the meaning of a word or phrase.
b) Use frequently occurring affixes as a clue to the meaning of a word.
c) Identify frequently occurring root words (e.g., *look*) and their inflectional forms.

Include faith terms in vocabulary development.

Incorporate Gospel values and faith related words in sentences and spelling practice.

Use names of faith figures and places when learning about proper nouns and capitalization.
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</table>
| L.1.1j    |         | • Identify the two smaller words that make up the compound word.  
          |         | • Compose compound words from two smaller words. |           |                                  |
|           | Sentences | • Identify and write the four types of sentences:  
|           | L.1.1j   | o Declarative/Telling  
          |           | o Imperative/Command  
          |           | o Interrogative/Asking  
          |           | o Exclamatory  
          |           | • Produce and expand complete simple sentences (all types).  
          |           | • Identify the subject (noun/naming part) and predicate (verb/action part) of a sentence. |           |                                  |
|           | Word Order | • Determine the correct word order in a sentence. |           |                                  |
## Archdiocese of Newark Catholic Schools
### English Language Arts Curriculum Map for Grade 1

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<td>RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</td>
<td>Punctuation RF.1.1a, L.1.2b &amp; c</td>
<td>Punctuation</td>
<td></td>
</tr>
<tr>
<td>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Capitalize dates and names of people. b) Use end punctuation for sentences. c) Use commas in dates and to separate single words in a series.</td>
<td>Capitalization L.1.2a</td>
<td>Capitalization</td>
<td></td>
</tr>
<tr>
<td>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b) Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c) Identify real-life connections between words and their use (e.g., note places at home that are cozy). d) Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by</td>
<td>Vocabulary L.1.5a</td>
<td>Vocabulary</td>
<td></td>
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<tr>
<td>Dictionary Skills L.1.5b</td>
<td>Dictionary Skills</td>
<td>Dictionary Skills</td>
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</table>

- **Punctuation**
  - Use end punctuation for sentences.
  - Use commas in dates and to separate words in a series.

- **Capitalization**
  - Print upper/lower case letters.
  - Capitalize dates and proper nouns.

- **Vocabulary**
  - Sort words into categories.
  - Define words by category or attributes
  - Identify situations or events in which one might use a specific word.

- **Dictionary Skills**
  - Alphabetize words to the second letter.
  - Find words in a dictionary based on alphabetical order.
Archdiocese of Newark Catholic Schools  
English Language Arts Curriculum Map for Grade 1

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<td>defining or choosing them or by acting out the meanings.</td>
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<tr>
<td>L.4.1a</td>
<td>Use sentence-level context as a clue to the meaning of a word or phrase.</td>
<td>Multi-Meaning Words L.1.4a, L.1.5</td>
<td>• Locate the meaning/definition of words.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|          | | Synonyms and Antonyms L.1.5d | Multi-Meaning Words  
• Recognize the different meanings of multi-meaning words. | | |
|          | | | Synonyms and Antonyms  
• Distinguish between synonyms and antonyms.  
• Identify a synonym and/or antonym for a given word. | | |
<table>
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<tr>
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<th>Skills</th>
<th>Assessment</th>
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</table>
| SL.1.6  | Produce complete sentences when appropriate to task and situation. | Sentence Structure SL.1.6, L.1.1j | Sentence Structure  
- 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. | 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.  
Tests  
Quizzes  
Writing Assignments  
Written Responses  
Conferencing  
Group Projects  
Individual Projects  
Journal Writing  
Captioning  
Portfolios  
Rubrics  
Peer Reviews  
Classwork  
Homework  
Presentations | Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.  
**Gospel Values**  
Community  
Compassion  
Faith in God  
 Forgiveness  
Hope  
Justice  
Love  
Peace  
Respect for Life  
Service  
Simplicity  
Truth  
Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum. |
| L.1.1j  | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |  |  |  |  |
| 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. | Writing Process W.1.5, W.1.6 |  |  |  |
| 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. |  |  |  |  |
## Archdiocese of Newark Catholic Schools
### English Language Arts Curriculum Map for Grade 1

### WRITING

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<tbody>
<tr>
<td><strong>W.1.3</strong></td>
<td>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.</td>
<td>and imagination using descriptive words.</td>
<td></td>
<td>Write reflections about Bible stories.</td>
</tr>
</tbody>
</table>
| **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. | Writing Prompts  
- Compose a response to a writing prompt. | | Write prayers for special days and/or events. |
| **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. | Narrative Writing  
- Create and recognize a narrative writing piece.  
- Recount two or more events in sequential order.  
- Use temporal words to indicate order of events. | | Respond to writing prompts related to Gospel values or religion topics. |
| **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. | Opinion Writing  
- Create and recognize an opinion writing piece.  
- Identify the topic.  
- State an opinion.  
- Cite reasons to support opinion. | | Write thank you letters to community helpers. |

### Writing Prompts
- **Narrative Writing**  
  - W.1.3, W.1.5, W.1.6
- **Opinion Writing**  
  - W.1.1, W.1.5, W.1.6
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<tbody>
<tr>
<td>W.1.2</td>
<td>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
<td>Informative/Explanatory Writing W.1.2, W.1.5, W.1.6, W.1.7, W.1.8</td>
<td>Informative/Explanatory Writing • Create and recognize an informative/explanatory writing piece. • Identify key facts about a particular topic. • State facts about topic in an organized manner.</td>
<td></td>
</tr>
<tr>
<td>W.1.7</td>
<td>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).</td>
<td>Persuasive W.1.1</td>
<td>Persuasive • Create and recognize a persuasive writing piece.</td>
<td></td>
</tr>
<tr>
<td>W.1.8</td>
<td>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
<td>Descriptive Writing W.1.3</td>
<td>Descriptive Writing • Create and recognize a descriptive writing piece. • Use age appropriate synonyms or descriptive words and details to enhance writing.</td>
<td></td>
</tr>
</tbody>
</table>

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English Language Arts Curriculum Map for Grade 1

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## English Language Arts Curriculum Map for Grade 1

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</table>
| **SL.1.6** Produce complete sentences when appropriate to task and situation. | **Letter Writing** SL.1.6 | **Letter Writing**  
- Compose a letter using proper conventions. |  |
| **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. | **Book Reports** W.1.1, W.1.2 | **Book Reports**  
- 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. |  |
| **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. | **How-To Writing** W.1.2, W.1.7 | “How-To” Writing  
- List directions in the proper sequence for completing a specific task. |  |
| **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). | **Journals** W.1.5 | Journals  
- Write regularly and independently to express thoughts and ideas. |  |
| **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. |  |  |  |

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English Language Arts Curriculum Map for Grade 1

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</table>
| W.1.3              | Story Writing | Story Writing  
W.1.3, W.1.5  
Poetry  
Lists W.1.8  
Graphic Organizers W.1.5, W.1.6, W.1.8 | • Develop a story with a clear beginning, middle and ending.  
• Create a simple original poem.  
• Organize ideas and thoughts in a list.  
• 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. |
<p>| W.1.5              | Poetry   |
| W.1.6              | Lists    |
| W.1.8              | Graphic Organizers |</p>
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</table>
| W.1.5     | Response to Reading W.1.8 | Response Reading  
• Write a response to a selected text. |
|           | Rephrasing | Rephrasing  
• Restate a question as a statement. |
|           | Captions & Labels W.1.5 | Captions & Labels  
• Write a caption for a specific illustration.  
• Label the parts of a picture or diagram. |
|           | Use of Illustration SL.1.5 | Use of Illustration  
• Illustrate content of writing. |
|           | Technology W.1.6 | Technology  
• Use a variety of digital tools to produce and publish written work. |

W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

SL.1.5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
## SPEAKING & LISTENING

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</thead>
</table>
| **SL.1.1** | Discussion SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4 | **Discussion**  
- 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. | 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.  
- Tests  
- Quizzes  
- Oral Presentations  
- Class Participation  
- Read-alouds  
- Response to Oral Presentations  
- Summary of Oral Presentations  
- Group Discussions  
- Plays and Skits | Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.  
**Gospel Values**  
Community  
Compassion  
Faith in God  
Forgiveness  
Hope  
Justice  
Love  
Peace  
Respect for Life  
Service  
Simplicity  
Truth |
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<th>Assessment</th>
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</table>
| 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). | **Critical Listening** SL.1.1a-c, SL.1.2, SL.1.3 | • Display self-control.  
• Focus on what the speaker is saying.  
• Interact appropriately in group discussions. | Memorize and recite prayers. |
| SL.1.2    | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | **Following Directions** SL.1.3 | • Classify, compare, deduce and describe information that was presented or read. | Practice Mass responses. |
| 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. | **Following Directions** SL.1.3 | • Interpret what is said.  
• Recall information presented.  
• Perform given task.  
• Recall information presented. | Listen to Bible stories read aloud and re-tell the story in one’s own words. |
| SL.1.6    | Produce complete sentences when appropriate to task and situation. | **Dictation** SL.1.6 | • Listen to and write spoken words or phrases. | Act out Bible stories. |
| SL.1.4    | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | **Oral Communication** SL.1.4 | • Utilize appropriate language for formal and informal settings. |  |
### Archdiocese of Newark Catholic Schools
#### English Language Arts Curriculum Map for Grade 1

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<th>Assessment</th>
<th>Gospel Values &amp; Faith Connections</th>
</tr>
</thead>
</table>
| Oral Presentations   | SL.1.3, SL.1.4 | Oral Presentations | • Answer questions in a complete sentence.  
• Express ideas and feelings clearly.  
• Demonstrate good public speaking techniques:  
  o Audience Awareness  
  o Eye Contact  
  o Enunciation  
  o Confidence  
  o Expressiveness  
  o 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. | |

- **Oral Presentations**
- **SL.1.3, SL.1.4**
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Dramatic Interpretation &amp; Role Play SL.1.4</strong></td>
<td></td>
<td>- Respond to questions posed in complete sentences.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Dramatic Interpretation &amp; Role Play</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Present visual interpretations and modeling of information and concepts through role-playing and skits.</td>
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</tr>
<tr>
<td>HANDWRITING</td>
<td>Content</td>
<td>Skills</td>
<td>Assessment</td>
<td>Gospel Values and Faith Connections</td>
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</tr>
<tr>
<td><strong>WLP.1.1</strong></td>
<td>Line Strokes</td>
<td>Line Strokes</td>
<td>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.</td>
<td>Gospel values should be evident in the classroom environment and referenced and reinforced throughout the curriculum.</td>
</tr>
<tr>
<td>Independently print legible letters, numerals, and punctuation on grade-level appropriate lined paper.</td>
<td>WLP.1.1a &amp;c WLP.1.2a-c</td>
<td>Produce and reproduce correct line strokes for printed letters and numerals.</td>
<td>Daily written work Writing Samples Timed writing tasks Worksheets Homework Teacher observation</td>
<td></td>
</tr>
<tr>
<td>a) Identify and form uppercase and lowercase letters independently and legibly, with minimal rotations or reversals.</td>
<td>Symbols and Punctuation Marks</td>
<td>Symbols and Punctuation Marks</td>
<td>Community Compassion Faith in God Forgiveness Hope Justice Love Peace Respect for Life Service Simplicity Truth</td>
<td></td>
</tr>
<tr>
<td>b) Use uppercase letter for I.</td>
<td>WLP.1.1d</td>
<td>Form symbols (Ex., math signs) and punctuation marks correctly.</td>
<td>Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional units within the English Language Arts curriculum.</td>
<td></td>
</tr>
<tr>
<td>c) Identify and form numerals 0–9, including two digit numeral pairs (e.g., 27).</td>
<td>Upper &amp; Lower Case Letters</td>
<td>Upper &amp; Lower Case Letters</td>
<td></td>
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<tr>
<td>d) Identify and form sentence end punctuation (period, exclamation point, question mark).</td>
<td>WLP.1.1a &amp; b, WLP.1.2a-c</td>
<td>Identify and form uppercase and lowercase letters.</td>
<td></td>
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</tr>
<tr>
<td>WLP.1.2</td>
<td>Spacing</td>
<td>Spacing</td>
<td>Differentiate between uppercase and lowercase letters.</td>
<td></td>
</tr>
<tr>
<td>Produce printed letters, words, and sentences with proper proportion, size, and spacing on grade-level appropriate paper.</td>
<td>WLP.1.2</td>
<td>Use uppercase I when speaking about self.</td>
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</tr>
<tr>
<td>a) Control size of uppercase letters relative to lowercase letters.</td>
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<tr>
<td>b) Print letters with ascenders approaching top line and descenders approaching bottom line.</td>
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<tr>
<td>c) Align letter midpoints with midpoint dotted line.</td>
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<tr>
<td>d) Print whole words with correct spacing between letters.</td>
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<tr>
<td>e) Print sentences using correct spacing between words and between sentences.</td>
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<tr>
<td>f) Print two-digit numerals using correct spacing.</td>
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<tr>
<td>Standards</td>
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<td>Skills</td>
<td>Assessment</td>
<td>Gospel Values and Faith Connections</td>
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<tr>
<td>WLP.1.1</td>
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<td>WLP.1.1, WLP.1.2, WLP.1.6</td>
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<td>Writing Position</td>
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<td>Letter &amp; Number Formation WLP.1.3c</td>
<td>Letter &amp; Number Formation</td>
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<td>Line Usage WLP.1.2c</td>
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<td>Pencil Grip</td>
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<td>Handwriting Directionality</td>
<td>Handwriting Directionality</td>
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<tr>
<td></td>
<td>WLP.1.6</td>
<td>Print uppercase and lowercase letters and</td>
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<td></td>
<td></td>
<td>numerals with speed and fluency appropriate for grade 1.</td>
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</tbody>
</table>

- **Judge length of sentence relative to line length.**
- **Produce top to bottom print.**
- **Produce multi-digit numbers with correct spacing.**
- **Utilize the headline, midline and baseline to form all letters.**
- **Use the correct fingers (pincer grip) to properly hold the writing instrument.**
- **Use proper posture while writing.**

- **Use faith-related vocabulary in handwriting practice.**
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</tr>
</thead>
<tbody>
<tr>
<td>WLP.1.2</td>
<td>Produce printed letters, words, and sentences with proper proportion, size, and spacing on grade-level appropriate paper.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>WLP.1.6</td>
<td>Print uppercase and lowercase letters and numerals with speed and fluency appropriate for grade 1.</td>
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</tr>
</tbody>
</table>

**Writing Tools**
- WLP.1.1, WLP.1.2, WLP.1.6

**Instrument Pressure**
- WLP.1.1, WLP.1.2, WLP.1.6

**Neatness & Fluency**
- WLP.1.1, WLP.1.2, WLP.1.6

- Maintain proper paper position according to handedness.

- Utilize a variety of writing tools in the appropriate manner.

- Apply appropriate pressure with writing tools and when erasing.

- Demonstrate correct line usage and letter formation.

- Produce legible written work in a timely manner.