

# New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

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## *Grade 1 – Unit 1: Narrative Writing*

### **Rationale**

This unit establishes a community of readers and writers within the classroom. Reading foundational skills taught in this unit include reading with stamina, engagement, and fluency. Readers will also use context to confirm, self-correct or reread. In addition, students learn to establish a purpose for reading, answer questions about texts, and use illustrations and key details to describe characters and settings. As they explore fiction and nonfiction texts, students will support their thinking with evidence from the text. In narrative writing, students will begin to recount two or more events. As students write narrative stories, they will choose topics, plan, and write story events in sequence. With guidance and support from adults, students will also revise for meaning and strengthen their writing by adding details, through pictures and words, to elaborate their ideas. Students will participate in collaborative conversations with diverse partners using agreed-upon rules for speaking and listening. By engaging in daily phonemic awareness activities and letter and word study, students will learn to hear letter-sound connections and develop an awareness of how words work.

### *Grade 1 – Unit 1, Module A*

<b>Standard</b>	<b>Student Learning Objectives</b> <b>We are learning to... / We are learning that...</b>
<b>RL.1.1.</b> Ask and answer questions about key details in a text.	<ul style="list-style-type: none"><li>▪ identify key details in a text (e.g. who, what, when, where, why, how)</li><li>▪ ask questions about details in a text (e.g. who, what, when, where, why, how)</li><li>▪ answer questions about details in a text (e.g. who, what, when, where, why, how)</li></ul>

## 2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RL.1.3.</b> Describe characters, settings, and major event(s) in a story, using key details.	<ul style="list-style-type: none"> <li>▪ key details are used to describe characters, settings, and major events.</li> <li>▪ identify characters, settings, and major events in a story</li> <li>▪ use key details to describe characters, settings, and major events</li> </ul>
<b>RL.1.5.</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none"> <li>▪ read to explore a wide range of text types</li> <li>▪ recognize the different types of texts when reading</li> <li>▪ explain differences between books that tell stories and books that give information</li> </ul>
<b>RL.1.10.</b> With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	<ul style="list-style-type: none"> <li>▪ read and comprehend first grade level texts, with prompting and support</li> </ul>
<b>RI.1.1.</b> Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>▪ ask questions about key details in a text</li> <li>▪ answer questions about key details in a text</li> </ul>
<b>RI.1.6.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>▪ we can gain information from pictures or words in a text</li> <li>▪ identify information from pictures or other illustrations in a text</li> <li>▪ identify information from the words in a text</li> </ul>
<b>RI.1.10.</b> With prompting and support, read informational texts at grade level text complexity or above.	<ul style="list-style-type: none"> <li>▪ read first grade texts with teacher support</li> <li>▪ comprehend first grade texts with teacher support</li> </ul>
<b>RF.1.1.</b> Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<ul style="list-style-type: none"> <li>▪ there are distinguishing features, or parts, of a sentence.</li> <li>▪ recognize the features of a sentence (e.g., first word, capitalization, ending punctuation)</li> </ul>
<b>RF.1.2.</b> 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. A. Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> <li>▪ every syllable must have a vowel sound</li> <li>▪ determine the number of syllables in a printed word</li> <li>▪ identify the vowel(s) in a syllable</li> <li>▪ there is a difference between long vowel words and short vowel words when someone is speaking</li> <li>▪ distinguish long from short vowel sounds in spoken single-syllable words</li> </ul>

## 2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>RF.1.2.</b> 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.</p> <p>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<ul style="list-style-type: none"> <li>▪ blend sounds together (including consonant blends) to make one syllable words when speaking</li> </ul>
<p><b>RF.1.2.</b> 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.</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<ul style="list-style-type: none"> <li>▪ isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words</li> </ul>
<p><b>RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p>	<ul style="list-style-type: none"> <li>▪ there are grade-level skills we can use to decode words</li> <li>▪ there are spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)</li> </ul>
<p><b>RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>B. Decode regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> <li>▪ decode regularly spelled one-syllable words</li> </ul>
<p><b>RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>▪ it is important to read grade-level text with sufficient accuracy and fluency to support comprehension</li> <li>▪ read grade-level text with purpose and understanding</li> </ul>
<p><b>RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression</p>	<ul style="list-style-type: none"> <li>▪ read grade-level text orally with accuracy, appropriate rate, and expression</li> </ul>

## 2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>
<p><b>W.1.3.</b> 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>	<ul style="list-style-type: none"> <li>▪ narrative writing can tell a story with two or more sequenced events</li> <li>▪ write narrative texts that tell the events in order</li> <li>▪ write narrative texts that contain details about the events in the story</li> <li>▪ use transition words to show the order of events</li> <li>▪ write conclusions (or endings) to narrative texts</li> </ul>
<p><b>W.1.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>▪ with guidance and support from adults, we can recall information from experiences or gather information from provided sources to answer a question</li> <li>▪ with guidance and support from adults, recall information from experiences to answer a question</li> <li>▪ with guidance and support from adults, gather information from provided sources to answer a question</li> </ul>
<p><b>SL.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. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<ul style="list-style-type: none"> <li>▪ conversations are focused on a topic or text</li> <li>▪ conversations involve listening to others with care, speaking one at a time, and responding to other's ideas</li> </ul>
<p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> <li>▪ ask questions about key details in something we heard</li> <li>▪ answer questions about key details in something we heard</li> </ul>
<p><b>SL.1.6.</b> Produce complete sentences when appropriate to task and situation.</p>	<ul style="list-style-type: none"> <li>▪ speak in complete sentences</li> </ul>

## 2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters.</p>	<ul style="list-style-type: none"> <li>▪ print all upper- and lowercase letters</li> </ul>
<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Use frequently occurring adjectives.</p>	<ul style="list-style-type: none"> <li>▪ use frequently occurring adjectives</li> </ul>
<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p>	<ul style="list-style-type: none"> <li>▪ use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>)</li> </ul>

### Grade 1 – Unit 1, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>RL.1.2.</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<ul style="list-style-type: none"> <li>▪ stories can have central messages (big ideas) or teach lessons</li> <li>▪ we can show understanding of a central message (big idea) or lesson by retelling a story</li> <li>▪ retell stories using key details (e.g. who, what, when, where, why and how)</li> <li>▪ identify the central message (big idea) or lesson</li> </ul>

## 2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RI.1.7.</b> Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> <li>▪ illustrations may tell us details about characters, setting, or events</li> <li>▪ use illustrations and important details from the story to describe characters</li> <li>▪ use illustrations and important details from the story to describe setting</li> <li>▪ use illustrations and important details from the story to describe events</li> </ul>
<b>RI.1.9.</b> Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>▪ there may be similarities and differences between characters' experiences and adventures in stories</li> <li>▪ tell the similarities between characters' adventures and experiences in stories</li> <li>▪ tell the differences between characters' adventures and experiences in stories</li> </ul>
<b>RI.1.2.</b> Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>▪ retell key details of a text.</li> </ul>
<b>RI.1.4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> <li>▪ ask and answer questions to help determine the meaning of words and phrases in a text</li> <li>▪ ask and answer questions to help clarify the meaning of words and phrases in a text</li> </ul>
<b>RI.1.7.</b> Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>▪ we can use illustrations in a text to describe its key ideas</li> <li>▪ identify the illustrations and details in a text to describe its key ideas</li> </ul>

## 2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>W.1.5.</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.</p>	<ul style="list-style-type: none"> <li>▪ with guidance and support from adults, writers focus on a topic, and strengthen writing through self-reflection, and by responding to questions and suggestions from peers</li> <li>▪ with guidance and support from adults, respond to questions and suggestions from peers to strengthen our writing</li> <li>▪ with guidance and support from adults, reflect on our own writing to make it stronger</li> <li>▪ with guidance and support from adults, add details to strengthen our writing</li> </ul>
<p><b>SL.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.</p> <p>A. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p>	<ul style="list-style-type: none"> <li>▪ build on other’s ideas by responding to comments</li> <li>▪ talk with many different people about first grade topics and texts</li> </ul>
<p><b>SL.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.</p> <p>C. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> <li>▪ ask questions when we are confused about a topic during a conversation</li> </ul>
<p><b>SL.1.3.</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<ul style="list-style-type: none"> <li>▪ asking and answering questions helps me learn more about a topic</li> <li>▪ ask questions about something I heard to get more information or to help me understand it better</li> <li>▪ answer questions about something I heard to show what I understand</li> </ul>
<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<ul style="list-style-type: none"> <li>▪ use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)</li> </ul>

## 2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>▪ use verbs to convey a sense of past, present, and future</li> </ul>
<p><b>L.1.4.</b> 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.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>▪ use context clues to determine the meaning of a word or phrase</li> </ul>
<p><b>L.1.5.</b> With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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 defining or choosing them or by acting out the meanings.</p>	<ul style="list-style-type: none"> <li>▪ distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) by defining or choosing them or by acting out the meanings</li> <li>▪ distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings</li> </ul>

## 2016 NJSLs-ELA Instructional Units

### *Grade 1 – Unit 2: Informational / Explanatory Writing*

#### **Rationale**

In this second unit, students will continue and develop skills learned from Unit 1. Moreover, students will begin to develop a growing and flexible repertoire of strategies to problem solve words while reading. The students will also learn to use more sophisticated strategies that will help them read more complex texts. Also, students will retell stories, using key details in a logical order. This unit introduces informative/explanatory writing and writers are expected to name a topic, supply facts about the topic, and provide a closure. In addition to narrative and informational/explanatory writing, students will also participate in a shared research writing project. Students will continue applying developmental or phonics-based knowledge when writing unfamiliar words. Students will use capital letters for beginning a sentence, dates and names. They will also vary the use of end punctuation (e. g. period or exclamation mark).

### *Grade 1 – Unit 2, Module A*

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RL.1.6.</b> Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <li>▪ one or more people can tell a story (e.g. narrator, character(s), etc.)</li> <li>▪ identify who is telling the story at different points</li> </ul>
<b>RI.1.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>▪ identify the individuals in a text</li> <li>▪ identify the events in a text</li> <li>▪ identify ideas in a text</li> <li>▪ identify pieces of information in a text</li> </ul>
<b>RI.1.9.</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>▪ texts have similarities and differences</li> <li>▪ identify similarities in two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</li> <li>▪ identify differences in two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</li> </ul>

## 2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>RF.1.2.</b> 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.</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<ul style="list-style-type: none"> <li>▪ segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</li> </ul>
<p><b>RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>	<ul style="list-style-type: none"> <li>▪ decode basic two-syllable words by breaking the words into syllables and using knowledge that every syllable must have a vowel sound</li> </ul>
<p><b>W.1.2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<ul style="list-style-type: none"> <li>▪ writing can give information, or explain how to do something, by naming a topic and stating facts about the topic</li> <li>▪ name a topic for informational texts</li> <li>▪ write an informational text that contains facts about a topic</li> <li>▪ write a conclusion for informational texts</li> </ul>
<p><b>W.1.7.</b> 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>	<ul style="list-style-type: none"> <li>▪ we can participate in shared research and writing projects</li> <li>▪ research a topic by exploring a number of books on the given topic and write about it</li> </ul>
<p><b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<ul style="list-style-type: none"> <li>▪ ask questions about key details in something we heard</li> <li>▪ answer questions about key details in something we heard</li> </ul>
<p><b>SL.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> <li>▪ orally describe people, places, things and events with details</li> <li>▪ orally express our ideas and feelings about people, places, things and events</li> </ul>
<p><b>SL.1.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> <li>▪ drawings and visual displays provide additional details and clarify ideas, thoughts and feelings</li> <li>▪ include drawings or visual displays when orally describing something to clarify ideas, thoughts, and feelings</li> </ul>

## 2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p>	<ul style="list-style-type: none"> <li>▪ use personal, possessive, and indefinite pronouns</li> </ul>
<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>H. Use determiners (e.g., articles, demonstratives).</p>	<ul style="list-style-type: none"> <li>▪ use determiners (e.g., articles, demonstratives)</li> </ul>
<p><b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Use commas in dates and to separate single words in a series.</p>	<ul style="list-style-type: none"> <li>▪ use commas in dates and to separate single words in a series</li> </ul>
<p><b>L.1.4.</b> 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.</p> <p>C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<ul style="list-style-type: none"> <li>▪ identify root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>)</li> </ul>

## 2016 NJSLs-ELA Instructional Units

### *Grade 1– Unit 3: Reading Literature and Opinion Writing*

#### **Rationale**

In this third unit, students will continue to develop the prerequisite skills from the previous units. Students will learn distinguishing features then explain the differences between books that tell stories (literature) and books that give information (informational text), while also exploring poetry. In addition, students will ask and answer questions about key details and identify the main topic of texts and the reasons an author gives to support points in a text. Using literature, they will identify and explain how words contribute to feelings, identify who is telling the story at various parts and compare/contrast characters’ experiences and adventures in stories. In vocabulary, students will make connections between words and their real-life use. They will use sentence-level context to determine the meaning of unknown words. This unit introduces opinion writing, where students will introduce a topic, state their opinion including reasons, and provide a closure. Peer suggestions or questions will encourage students to add detail to their writing. Students will use digital tools, with guidance and support from adults, to produce and publish writing.

#### *Grade 1 – Unit 3, Module A*

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RL.1.4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>▪ stories and poems use words that describe feelings</li> <li>▪ stories and poems use words to describe what we can see, hear, smell, taste, or feel</li> <li>▪ identify words and phrases that describe feelings</li> <li>▪ identify words and phrases that describe what we can see, hear, smell, taste, or feel</li> </ul>
<b>RI.1.5.</b> 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.	<ul style="list-style-type: none"> <li>▪ there are various text features in text</li> <li>▪ identify various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons)</li> </ul>
<b>RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words. C. Know final -e and common vowel team conventions for representing long vowel sounds.	<ul style="list-style-type: none"> <li>▪ the final -e and specific common vowel team conventions represent long vowel sounds</li> </ul>

**2016 NJSLs-ELA Instructional Units**

<b>Standard</b>	<b>Student Learning Objectives</b> <b>We are learning to... / We are learning that...</b>
<p><b>RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words. D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<ul style="list-style-type: none"> <li>▪ distinguish long and short vowels when reading regularly spelled one-syllable words</li> </ul>
<p><b>W.1.1.</b> 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>	<ul style="list-style-type: none"> <li>▪ opinion pieces name a topic and state an opinion and provide a reason for that opinion</li> <li>▪ introduce a topic or name a book we are writing about</li> <li>▪ state an opinion about a topic</li> <li>▪ supply a reason for the opinion</li> <li>▪ provide a sense of closure</li> </ul>

*Grade 1 – Unit 3, Module B*

<b>Standard</b>	<b>Student Learning Objectives</b> <b>We are learning to... / We are learning that...</b>
<p><b>W.1.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> <li>▪ with guidance and support from adults and through collaboration with peers, digital tools can help us produce and publish writing</li> <li>▪ use a variety of digital tools to produce and publish writing, with guidance and support</li> <li>▪ collaborate with peers to produce and publish writing</li> </ul>
<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use common, proper, and possessive nouns.</p>	<ul style="list-style-type: none"> <li>▪ use common, proper and possessive nouns</li> </ul>
<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p>	<ul style="list-style-type: none"> <li>▪ use frequently occurring prepositions</li> </ul>

## 2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<ul style="list-style-type: none"> <li>▪ produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</li> </ul>
<p><b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<ul style="list-style-type: none"> <li>▪ use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</li> </ul>
<p><b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<ul style="list-style-type: none"> <li>▪ spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</li> </ul>
<p><b>L.1.4.</b> 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.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading</li> <li>▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 1 reading and content, choosing from various strategies</li> <li>▪ use context clues to determine the meaning of a word or phrase</li> </ul>
<p><b>L.1.4.</b> 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.</p> <p>B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p>	<ul style="list-style-type: none"> <li>▪ use affixes and inflection as a clue to the meaning of a word</li> </ul>

## 2016 NJSLs-ELA Instructional Units

### *Grade 1 – Unit 4: Reading and Writing with Independence*

#### **Rationale**

In this final unit, students will strengthen their skills and foster independence in reading and writing. Students will identify the central message/lesson in literature text, describe settings, characters and major events with illustrations. Students will identify the main topic of an informational text and utilize text evidence, features, and illustrations, to determine the supporting details. They will read with accuracy and fluency to support comprehension. In writing, students will integrate the three major text types: narrative, opinion, and informative/explanatory. Students will learn to write various text types for various purposes. Students will engage in collaborative discussions using agreed upon rules, speaking in complete sentences. Students will demonstrate proficiency in grade level standards for English grammar when writing or speaking.

#### *Grade 1 – Unit 4, Module A*

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RL.1.1.</b> Ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>▪ identify key details in a text</li> </ul>
<b>RL.1.4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>▪ stories and poems use words that describe feelings</li> <li>▪ stories and poems use words to describe what we can see, hear, smell, taste, or feel</li> <li>▪ identify words and phrases that describe feelings</li> <li>▪ identify words and phrases that describe what we can see, hear, smell, taste, or feel</li> </ul>
<b>RI.1.2.</b> Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>▪ identify the main topic of a text</li> </ul>
<b>RI.1.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>▪ describe the connection between two individuals in a text</li> <li>▪ describe the connection between two events in a text</li> <li>▪ describe the connection between two ideas in a text</li> <li>▪ describe the connection between two pieces of information in a text</li> </ul>

## 2016 NJSLs-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RI.1.7.</b> Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>▪ we can use details in a text to describe its key ideas</li> </ul>
<b>W.1.2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<ul style="list-style-type: none"> <li>▪ writing can give information, or explain how to do something, by naming a topic and stating facts about the topic</li> </ul>
<b>SL.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. Build on others' talk in conversations by responding to the comments of others through multiple exchanges	<ul style="list-style-type: none"> <li>▪ build on others' ideas by responding to comments</li> <li>▪ talk with many different people about first grade topics and texts</li> </ul>
<b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize dates and names of people	<ul style="list-style-type: none"> <li>▪ capitalize names and dates of people</li> </ul>
<b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use end punctuation for sentences.	<ul style="list-style-type: none"> <li>▪ use end punctuation for sentences when we write</li> </ul>
<b>L.1.5.</b> With guidance and support from adults, demonstrate understanding of figurative language, 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.	<ul style="list-style-type: none"> <li>▪ sort words into categories to understand the concepts of the categories</li> </ul>
<b>L.1.5.</b> With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. 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).	<ul style="list-style-type: none"> <li>▪ define words by category and by one or more key traits</li> </ul>

**2016 NJSLs-ELA Instructional Units**

<b>Standard</b>	<b>Student Learning Objectives We are learning to... / We are learning that...</b>
<p><b>L.1.5.</b> With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<ul style="list-style-type: none"> <li>▪ figurative language, word relationships and nuances contribute to the meaning of a text</li> <li>▪ with guidance and support, demonstrate an understanding of figurative language, the relationships and differences in words and their meanings</li> <li>▪ identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>)</li> </ul>
<p><b>L.1.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<ul style="list-style-type: none"> <li>▪ conjunctions signal simple relationships</li> <li>▪ use words and phrases we have learned through conversations, reading and being read to, and when responding to texts, including common conjunctions</li> </ul>