



Grade 1: New Jersey Student Learning Standards for English Language Arts – Prerequisite Concepts and Skills by Strand

Description

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student's understanding of ELA standards.

The standards are organized by strand: Reading Literature, Reading Informational Text, Reading Foundation Skills, Writing, Speaking and Listening, and Language. The tables are each divided into three columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year follow the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Learning Objectives, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists Supporting Standards, which are the remaining grade level standards that could be integrated into instruction to support the instruction of focus standards.

Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade level standard, the corresponding student learning objective for that new concept, and the prerequisite concepts or skills necessary from the previous grade. For example, ***Distinguish long from short vowel sounds in spoken single-syllable words*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

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Reading Foundation Skills

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RF.1.1. Demonstrate *mastery* of the organization and basic features of print *including those listed under Kindergarten foundation skills.*</p> <p>A. *Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *there are distinguishing features, or parts, of a sentence* ▪ *recognize the features of a sentence (e.g., first word, capitalization, ending punctuation)* 	<p>RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <p>A. Follow words from left to right, top to bottom, and page by page.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Understand that words are separated by spaces in print.</p> <p>D. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *follow and read words from left to right, starting at the top of the page* ▪ *follow and read words page by page* ▪ *follow and read words from left to right, starting at the top of the page* ▪ *follow and read words page by page* ▪ word(s) we say can be written using a specific sequence of printed letters ▪ *written words are separated by spaces* ▪ *recognize and name all upper and 	<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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.</p> <p>B. Use end punctuation for sentences.</p> <p>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> <p>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
	lower case letters*	
<p>RF.1.2. Demonstrate *mastery* of spoken words, syllables, and sounds (phonemes) by *using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.*</p> <p>A. *Distinguish long from short vowel sounds in spoken single-syllable words.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ every syllable must have a vowel sound ▪ determine the number of syllables in a printed word ▪ identify the vowel(s) in a syllable ▪ there is a difference between long vowel words and short vowel words when someone is speaking ▪ distinguish long from short vowel sounds in spoken single-syllable words 	<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. *Recognize and produce rhyming words*</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ recognize rhyming words ▪ make rhyming words 	<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>RF.1.2. Demonstrate *mastery* of spoken words, syllables, and sounds (phonemes) *by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.*</p> <p>B. *Orally produce single-syllable words by blending sounds</p>	<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>B. Count, pronounce, blend, and segment syllables in spoken words</p> <p>We have learned to/that...</p>	<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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<p>(phonemes), including consonant blends.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ blend sounds together (including consonant blends) to make one syllable words when speaking 	<ul style="list-style-type: none"> ▪ *identify syllables in words we say* ▪ *count, say, and blend syllables in spoken words* 	
<p>RF.1.2. Demonstrate *mastery* of spoken words, syllables, and sounds (phonemes) *by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.*</p> <p>C. *Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words 	<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *blend onsets and rimes in words we say* ▪ *segment onsets and rimes in words we say* 	<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>D. *Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).*</p>	<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Recognize and produce rhyming words.</p> <p>B. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>

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<p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)* 	<p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ there are syllables and sounds in words ▪ recognize rhyming words ▪ make rhyming words ▪ *identify syllables in words we say* ▪ *count, say, and blend syllables in spoken words* ▪ *blend onsets and rimes in words we say* ▪ *segment onsets and rimes in words we say* ▪ *isolate (separate) the first, middle, and last sounds in CVC words* ▪ *pronounce (say) the first, middle, and last sounds in CVC words* 	<p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RL/RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RL.1.6. Identify who is telling the story at various points 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>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</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>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>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.</p>

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	<ul style="list-style-type: none"> ▪ *add sounds to words to make new one-syllable words* ▪ *change sounds in words to make new one-syllable words* 	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for <i>*common consonant digraphs (two letters that represent one sound)*</i>.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *there are spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)* ▪ there are grade-level skills we can use to decode words 	<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *identify the sounds of frequently used consonants* ▪ letters and word patterns are used to read and write words 	<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p>
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>B. Decode regularly spelled one-syllable words.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *decode regularly spelled one-syllable words* 	<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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	<p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *identify the sounds of frequently used consonants* ▪ *the five vowels have long and short sounds* ▪ *use the short vowel sounds when spelling words* ▪ *use the long vowel sounds when spelling words* 	
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>C. *Know final -e and common vowel team conventions for representing long vowel sounds.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *the final -e and specific common vowel team conventions represent long vowel sounds* 	<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read high-frequency and sight words with automaticity. D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). <p>We have learned to/that...</p>	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p>

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	<ul style="list-style-type: none"> ▪ letters and word patterns are used to read and write words ▪ identify the sounds of frequently used consonants ▪ *the five vowels have long and short sounds* ▪ *use the short vowel sounds when spelling words* ▪ *use the long vowel sounds when spelling words* ▪ read high-frequency and sight words with automaticity ▪ *identify the letters and sounds that are different when reading words that are similarly spelled (e.g., nap and tap; cat and cot)* ▪ *when we change the letters in words we make new words* 	
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>D. *Distinguish long and short vowels when reading regularly spelled one-syllable words.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *distinguish long and short vowels when reading regularly spelled one-syllable words* 	<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>B. Associate the long and short sounds with the common spellings</p>	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p>

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	<p>(graphemes) for the five major vowels.</p> <p>C. Read high-frequency and sight words with automaticity.</p> <p>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ letters and word patterns are used to read and write words ▪ identify the sounds of frequently used consonants ▪ *the five vowels have long and short sounds* ▪ *use the short vowel sounds when spelling words* ▪ *use the long vowel sounds when spelling words* ▪ read high-frequency and sight words with automaticity ▪ identify the letters and sounds that are different when reading words that are similarly spelled (e.g., nap and tap; cat and cot) ▪ when we change the letters in words we make new words 	

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<p>RF.1.3. 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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ decode basic two-syllable words by breaking the words into syllables and using knowledge that every syllable must have a vowel sound 	<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>E. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>F. *Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.*</p> <p>G. *Read high-frequency and sight words with automaticity.*</p> <p>H. *Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).*</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ letters and word patterns are used to read and write words ▪ identify the sounds of frequently used consonants ▪ the five vowels have long and short sounds ▪ use the short vowel sounds when spelling words 	<p>RF.1.3. 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> <p>B. Decode regularly spelled one-syllable words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RL/RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>

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	<ul style="list-style-type: none"> ▪ use the long vowel sounds when spelling words ▪ read high-frequency and sight words with automaticity ▪ identify the letters and sounds that are different when reading words that are similarly spelled (e.g., nap and tap; cat and cot) ▪ when we change the letters in words we make new words 	<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>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>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.</p> <p>Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>
<p>RF.1.4. Read with *sufficient accuracy and fluency to support comprehension.*</p> <p>A. Read *grade-level text* with purpose and understanding.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *it is important to read grade-level text with sufficient accuracy and fluency to support comprehension* ▪ *read grade-level text with accuracy and fluency* 	<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *readers match written words to spoken words in order to develop fluency and comprehension skills* ▪ *read emergent-readers with purpose and understanding* 	<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>SL.1.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>

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<ul style="list-style-type: none"> ▪ read grade-level text with purpose and understanding 		
<p>RF.1.4. Read with <i>*sufficient accuracy and fluency to support comprehension.*</i></p> <p>B. Read <i>*grade-level text orally with accuracy, appropriate rate, and expression.*</i></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ <i>*read grade-level text orally with accuracy, appropriate rate, and expression*</i> 	<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>B. Read grade level text for purpose and understanding.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ read grade level text for purpose and understanding 	<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</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.1.3. 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>

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		<p>B. Decode regularly spelled one-syllable words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Distinguish long and short vowels when reading regularly spelled one-syllable 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> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>B. Use end punctuation for sentences.</p>
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>C. *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *use context to confirm or self-correct word recognition and understanding, rereading as necessary* 	<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p> <p>We have learned to/that...</p>	<p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>

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	<ul style="list-style-type: none"> ▪ *read with purpose and understanding* 	<p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>B. Decode regularly spelled one-syllable words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Distinguish long and short vowels when reading regularly spelled one-syllable 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> <p>RL.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>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>

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		<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>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>

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Reading Informational Text

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ ask questions about key details in a text ▪ answer questions about key details in a text 	<p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ ask about key details in text (e.g. who, what, when, where, why, how) with prompting and support ▪ answer questions about key details (e.g. who, what, when, where, why and how) with prompting and support 	<p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</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>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ ask and answer questions to help determine the meaning of words and phrases in a text ▪ ask and answer questions to help clarify the meaning of words and phrases in a text 	<p>RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ ask questions about unknown words in a text with prompting and support ▪ answer questions about unknown words in a text with prompting and support 	<p>RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> <p>W.1.5. 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> <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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ texts have similarities and differences. ▪ identify similarities in two texts on the same topic (e.g., in illustrations, descriptions, or procedures) ▪ identify differences in two texts on the same topic (e.g., in illustrations, descriptions, or procedures) 	<p>RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ texts have similarities and differences ▪ identify similarities in two texts on the same topic (e.g., in illustrations, descriptions, or procedures), with prompting and support ▪ identify differences in two texts on the same topic (e.g., in illustrations, descriptions, or procedures) with prompting and support 	<p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</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>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *read first grade texts with teacher support* ▪ *comprehend first grade texts with teacher support* 	<p>RI.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *participate in group reading activities (e.g. read alouds, shared reading, small group instruction, etc.) with purpose and understanding* 	n/a

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Reading Literature Text

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *identify key details in a text (e.g. who, what, when, where, why, how)* ▪ ask questions about details in a text (e.g. who, what, when, where, why, how) ▪ answer questions about details in a text (e.g. who, what, when, where, why, how) 	<p>RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *with prompting and support, ask about key details in a text (e.g. who, what, when, where, why, how)* ▪ *with prompting and support, answer questions about key details in a text (e.g. who, what, when, where, why and how)* 	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<p>RL.1.4. *Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *stories and poems use words that describe feelings* ▪ *stories and poems use words to describe what we can see, hear, smell, taste, or feel* ▪ *identify words and phrases that describe feelings* ▪ *identify words and phrases that describe what we can see, hear, smell, taste, or feel* 	<p>RL.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *we ask and answer questions to figure out the meaning of unknown words in a text* ▪ with prompting and support, ask questions about unknown words in a story ▪ with prompting and support, answer questions about unknown words in a story 	<p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</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>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>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RL.1.10. With prompting and support, *read and comprehend stories and poetry at grade level text complexity or above.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *read and comprehend first grade level texts, with prompting and support* 	<p>RL.K.10. Actively engage in group reading activities with purpose and understanding.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ we read to understand stories at grade level or above, with prompting and support ▪ *engage in stories by listening with purpose and understanding* 	<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p>

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Writing

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ with guidance and support from adults, we can recall information from experiences or gather information from provided sources to answer a question ▪ with guidance and support from adults, recall information from experiences to answer a question ▪ with guidance and support from adults, gather information from provided sources to answer a question 	<p>W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>We have learned to/that..</p> <ul style="list-style-type: none"> ▪ with guidance and support from adults, we can recall information from experiences or gather information from provided sources to answer a question. ▪ with guidance and support from adults, recall information from experiences to answer a question. ▪ with guidance and support from adults, gather information from provided sources to answer a question. 	<p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</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>

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Speaking and Listening

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>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> <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>We are learning to/that..</p> <ul style="list-style-type: none"> ▪ conversations are focused on a topic or text ▪ conversations involve listening to others with care, speaking one at a time, and responding to other’s ideas ▪ build on other’s ideas by responding to comments ▪ talk with many different people about first grade topics and texts ▪ ask questions when we are confused about a topic during a conversation 	<p>SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>B. Continue a conversation through multiple exchanges.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ in a conversation, two or more people listen carefully and take turns speaking ▪ *talk with many different people about kindergarten topics and texts* ▪ take turns when listening and speaking with others, following the agreed upon rules for discussions 	<p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</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.1.7. 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>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>

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Language

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p style="padding-left: 20px;">A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 1 reading and content, choosing from various strategies ▪ use context clues to determine the meaning of a word or phrase 	<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p style="padding-left: 20px;">A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p style="padding-left: 20px;">B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in kindergarten reading and content, choosing from various strategies ▪ identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>) ▪ use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word 	<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</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>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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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.</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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *use affixes and inflection as a clue to the meaning of a word* 	<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in kindergarten reading and content, choosing from various strategies ▪ identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>) ▪ *use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word* 	<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>L.1.5. With guidance and support from adults, *demonstrate understanding of figurative language,* 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.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ figurative language, word relationships and nuances contribute to the meaning of a text ▪ with guidance and support, *demonstrate an understanding of figurative language,* the relationships and differences in words and their meanings ▪ *sort words into categories to understand the concepts of the categories* 	<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>D. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ word relationships and nuances contribute to the meaning of a text ▪ *with guidance and support, explore the relationships and differences in words and their meanings* ▪ *sort common objects into categories to gain a sense of the concepts the categories represent* ▪ demonstrate understanding of frequently occurring verbs and adjectives by 	<p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
	<p>relating them to their opposites</p> <ul style="list-style-type: none"> ▪ identify real-life connections between words and their use (e.g., note places at school that are colorful) ▪ distinguish shades of meaning among verbs describing the same general action by acting out the meanings 	
<p>L.1.5. With guidance and support from adults, *demonstrate understanding of figurative language,* word relationships and nuances in word meanings.</p> <p>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).*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ figurative language, word relationships and nuances contribute to the meaning of a text ▪ with guidance and support, *demonstrate an understanding of figurative language,*the relationships and differences in words and their meanings ▪ *define words by category and by one or more key attributes* 	<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *word relationships and nuances contribute to the meaning of a text* ▪ *with guidance and support, explore the relationships and differences in words and their meanings* ▪ *sort common objects into categories to gain a sense of the concepts the categories represent* 	<p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>L.1.5. 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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ figurative language, word relationships and nuances contribute to the meaning of a text ▪ with guidance and support, *demonstrate an understanding of figurative language,*the relationships and differences in words and their meanings ▪ identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>) 	<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *word relationships and nuances contribute to the meaning of a text* ▪ *with guidance and support, explore the relationships and differences in words and their meanings* ▪ *sort common objects into categories to gain a sense of the concepts the categories represent* 	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.</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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		<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>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, *including using frequently occurring conjunctions to signal simple relationships (e.g., because)*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *conjunctions signal simple relationships* ▪ use words and phrases we have learned through conversations, reading and being read to, and when responding to texts, including common conjunctions 	<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ words and phrases can be developed through conversations ▪ *use words and phrases we have heard in conversations and when responding to texts* ▪ *use words and phrases we have learned through text* ▪ *use words and phrases we learned during our discussions about text* 	<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.1.3. 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>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p>