

Grade 1: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit



Grade 1: New Jersey Student Learning Standards for English Language Arts Prerequisite Standards and Learning Objectives

Unit 1

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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

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, in Unit 1, ***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.

Rationale for Unit Focus

Unit 1 is designed to focus on the building blocks and foundational skills that students need to learn to read. As first grade is the transition to reading, this unit wholly emphasizes the reading foundation standards while providing supporting standards to encourage opportunities to apply emerging skills in sound-spelling relationships, word patterns, and other foundational skills in

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literacy. Essentially, this unit connects the intentional use of the remaining standards to support the acquisition and mastery of the focus standards. As a part of the reading instruction, students will continue to grow as readers by engaging in explicit lessons that connect language comprehension skills with word recognition skills. These combined skills can also be demonstrated in regular opportunities while students think, talk, listen, and write during shared whole group experiences and intentional small group instruction. Finally, students see themselves as a part of the reading community when they feel empowered to monitor their own decoding skills, engage in multiple texts, increase reading stamina, and provide a space for reflective discussions. By the end of the year, students will read and comprehend both literary and informational differently and independently.

Unit 1, Module A

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>We have learned to/that...</p> <p>A. Follow words from left to right, top to bottom, and page by page.</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 	<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> <ul style="list-style-type: none"> A. Capitalize dates and names of people. B. Use end punctuation for sentences. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<p>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>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>	<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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 	<ul style="list-style-type: none"> ▪ recognize rhyming words ▪ make rhyming 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>B. *Orally produce single-syllable words by blending sounds (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 	<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> <ul style="list-style-type: none"> ▪ *identify syllables in words we say* ▪ *count, say, and blend syllables in spoken words* 	<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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.1.3. 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>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>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p>	<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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>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>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* 	

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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* ▪ read grade-level text with purpose and understanding 	<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>
<p>RF.1.4. Read with *sufficient accuracy and fluency to support comprehension.*</p> <p>B. Read *grade-level text orally with accuracy, appropriate rate, and expression.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *read grade-level text orally with accuracy, appropriate rate, and expression* 	<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>

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

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ read with purpose and understanding 	<ul style="list-style-type: none"> A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Distinguish long and short vowels when reading regularly spelled one-syllable words. 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>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> <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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		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 RI.1.7. Use the illustrations and details in a text to describe its key ideas.

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Unit 2

Description

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Rationale for Unit Focus

In unit 2, students will extend and master the skills from unit 1. In the area of reading foundational skills, the students will recognize the explicit relationship between spoken words and the phonemic structure of language. Students will learn decoding skills by systematically progressing from simple word types (e.g., consonant-vowel-consonant), word lengths (e.g., number of phonemes), and word complexity (e.g., phonemes in the word, position of blends, digraphs) to more complex words. The students will also begin to apply their knowledge of letter sound relationships to a variety of letter patterns and how to correctly pronounce written words. Understanding that every syllable must have a vowel sound to determine the number of syllables in a printed word. Students will then also apply phonics and word-analysis skills to decode words both in isolation and in grade-level text.

Supporting young children’s language and literacy development has long been considered a practice that generates strong readers and writers. Unit 2, speaking and listening will focus on the skills students need to participate in collaborative conversations with peers

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and adults about grade-level topics and texts. Students will continue to use inventive spelling and monitor conventions that are embedded during the writing process. Read aloud experiences will continue to mentor students for a deeper depth of knowledge in a variety of topics, people, places, and events. First graders will begin to find their place in the classroom community as a reader and writer.

Unit 2, Module A

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<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 style="padding-left: 40px;">D. *Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).*</p> <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>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> A. Recognize and produce rhyming words. B. *Count, pronounce, blend, and segment syllables in spoken words.* C. *Blend and segment onsets and rimes of single-syllable spoken words.* 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/.)* E. *Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.* <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 	<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> <ul style="list-style-type: none"> 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. <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>

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Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
	<ul style="list-style-type: none"> ▪ 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 ▪ add sounds to words to make new one-syllable words ▪ change sounds in words to make new one-syllable words 	<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> <p style="padding-left: 40px;">C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>
<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">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>	<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p style="padding-left: 20px;">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 style="padding-left: 20px;">B. *Associate the long and short sounds with the common spellings</p>	<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p style="padding-left: 20px;">A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p style="padding-left: 20px;">B. Decode regularly spelled one-syllable words.</p>

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Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<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>(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) 	<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> <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>

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Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
	<ul style="list-style-type: none"> ▪ when we change the letters in words we make new words 	<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>C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>

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Unit 3

Description

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Rationale for Unit Focus

The ELA focus standards as outlined by Student Achievement Partners have been mostly included in Units 1 and 2 of the Prerequisite Concepts and Skills. Though this unit may repeat some of the focus standards to enhance students’ access to grade-level material, it is recommended that school districts employ formative practices to ascertain the areas of focus that best address the learning needs of students.

In Unit 3, in the area of reading foundational skills, the students will apply, combine, and connect their letter-sound knowledge to decode words. They will also use the foundational skills to recognize and identify written words and finally connect it to text. Now print, phonological awareness, word recognition, and fluency aid in the element of comprehension, which is about gaining meaning from the text.

Reading anchor standards 1 and 4, will help students cultivate the ability to use inferential skills to gain more information about the text and to expand their vocabulary knowledge to understand how language works.

The children will continue to transfer their decoding skills during writing activities. Writing lessons will be connected to grammar to ensure children demonstrate an understanding of sentence structure and semantics. The speaking and listening standards will continue to strengthen oral language skills because reading and writing are dependent on these skills. Also, collaborative conversations with diverse learners encourage

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exchange of language. Unit 3 combines the elements of reading even more in first grade. It provides more time and practice to groom knowledgeable readers and meaningful writers.

Throughout the year, the following overarching standards should be incorporated in every unit:

- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Unit 3, Module A

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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> <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>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"> ▪ *the five vowels have long and short sounds* 	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>

Grade 1: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
	<ul style="list-style-type: none"> ▪ *use the short vowel sounds when spelling words* ▪ *use the long vowel sounds when spelling words* ▪ *identify the letters and sounds that are different when reading words that are similarly spelled (e.g., nap and tap; cat and cot)* ▪ letters and word patterns are used to read and write words ▪ identify the sounds of frequently used consonants ▪ read high-frequency and sight words with automaticity ▪ 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 (graphemes) for the five major vowels.*</p>	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>

Grade 1: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
	<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* 	

Grade 1: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

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>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"> ▪ *use context clues to determine the meaning of a word or phrase* ▪ 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 	<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"> ▪ *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* ▪ 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 	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and</p>	<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and</p>	

Grade 1: 2016 NJSLs-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>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>phrases based on kindergarten reading and content.</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"> ▪ *use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word* ▪ 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 	
<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>We are learning to/that...</p>	<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>F. Recognize and produce rhyming words.</p> <p>G. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>H. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>I. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-</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> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>

Grade 1: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ *segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)* 	<p>consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>J. 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 ▪ add sounds to words to make new one-syllable words ▪ change sounds in words to make new one-syllable words 	

Grade 1: 2016 NJSLs-ELA – Prerequisite Concepts and Skills by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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* 	<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>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* 	<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>

Grade 1: 2016 NJSLS-ELA – Prerequisite Concepts and Skills by Unit

Unit 4

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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

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 Priority Instructional Content in English Language Arts/Literacy and Mathematics. The second column contains the Previous Grade Standards and Prerequisite Concepts and Skills, 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, in Unit 4, ***read and comprehend stories and poetry at grade level text complexity or above*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale for Unit Focus

Unit 4 furthers students’ ability to combine their knowledge of speech and print through the sounds and symbols that make up language. Specifically, student will begin to use their word attack skills to decode words and read sentences fluently. In addition to recognizing a significant number of sight words, first grade readers will use word-solving strategies for complex spelling patterns, multi-syllable words, reading words with inflectional endings, and reading basic sentences with plural nouns with matching verbs.

Moreover, students will expand their knowledge in both narrative and informational texts as well as engage in group reading activities. In addition, this unit includes an increase in student conversations with peers as they read or listen to stories then discuss key details and events.

Throughout the year, the following overarching standards should be incorporated in every unit:

- RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

Grade 1: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Unit 4, Module A

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	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.1.10. 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>
<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>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>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>

Grade 1: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<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>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>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>	<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 	<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>

Grade 1: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<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 gain a sense of the concepts the categories represent* 	<p align="center">contribute to the meaning of a text*</p> <ul style="list-style-type: none"> ▪ *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>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 	<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>

Grade 1: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>or more key attributes*</p>		
<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>RI.1.2. Identify the main topic and retell key details of a text</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>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., <i>because</i>).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *conjunctions signal simple 	<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 	<p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</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>

Grade 1: 2016 NJSL-ELA – Prerequisite Concepts and Skills by Unit

Focus Standard and Student Learning Objective	Previous Grade Standard and Prerequisite Concepts and Skills	Supporting Standards
<p>relationships*</p> <ul style="list-style-type: none"> ▪ use words and phrases we have learned through conversations, reading and being read to, and when responding to texts, including common conjunctions 	<p>in conversations and when responding to texts*</p> <ul style="list-style-type: none"> ▪ *use words and phrases we have learned through text* ▪ *use words and phrases we learned during our discussions about text* 	