

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

Issued by the New Jersey Department of Education – Updated August 2019

Grade 1 – Unit 2: Informational / Explanatory Writing

Rationale

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

Grade 1 – Unit 2, Module A

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

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

Standard	Student Learning Objectives We are learning to... / We are learning that...
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding 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.	<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
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.	<ul style="list-style-type: none"> ▪ writing can give information, or explain how to do something, by naming a topic and stating facts about the topic ▪ name a topic for informational texts ▪ write an informational text that contains facts about a topic ▪ write a conclusion for informational texts
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).	<ul style="list-style-type: none"> ▪ we can participate in shared research and writing projects ▪ research a topic by exploring a number of books on the given topic and write about it
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<ul style="list-style-type: none"> ▪ ask questions about key details in something we heard ▪ answer questions about key details in something we heard
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> ▪ orally describe people, places, things and events with details ▪ orally express our ideas and feelings about people, places, things and events
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> ▪ drawings and visual displays provide additional details and clarify ideas, thoughts and feelings ▪ include drawings or visual displays when orally describing something to clarify ideas, thoughts, and feelings
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	<ul style="list-style-type: none"> ▪ use personal, possessive, and indefinite pronouns
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. H. Use determiners (e.g., articles, demonstratives).	<ul style="list-style-type: none"> ▪ use determiners (e.g., articles, demonstratives)

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

Standard	Student Learning Objectives We are learning to... / We are learning that...
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use commas in dates and to separate single words in a series.	<ul style="list-style-type: none">▪ use commas in dates and to separate single words in a series
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. C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	<ul style="list-style-type: none">▪ identify root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>)