

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 4: Reading and Writing with Independence

Rationale

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

Grade 1 – Unit 4, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.1.1. Ask and answer questions about key details in a text.	<ul style="list-style-type: none">▪ identify key details in a text
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<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
RI.1.2. Identify the main topic and retell key details of a text.	<ul style="list-style-type: none">▪ identify the main topic of a text
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none">▪ describe the connection between two individuals in a text▪ describe the connection between two events in a text▪ describe the connection between two ideas in a text▪ describe the connection between two pieces of information in a text
RI.1.7. Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none">▪ we can use details in a text to describe its key ideas
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

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...
<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges</p>	<ul style="list-style-type: none"> ▪ build on others' ideas by responding to comments ▪ talk with many different people about first grade topics and texts
<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>	<ul style="list-style-type: none"> ▪ capitalize names and dates of people
<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>	<ul style="list-style-type: none"> ▪ use end punctuation for sentences when we write
<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>	<ul style="list-style-type: none"> ▪ sort words into categories to understand the concepts of the categories
<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 duck is a bird that swims; a tiger is a large cat with stripes).</p>	<ul style="list-style-type: none"> ▪ define words by category and by one or more key traits
<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>	<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>)

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.1.6. 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).	<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