

# Reading Grade 1 Trimester 1

Content Area: **ELA**  
Course(s): **ELA Grade 1**  
Time Period: **MP1**  
Length: **45**  
Status: **Published**

## NJSLS ELA

---

ELA.L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.VI.1.3.A	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ELA.L.VI.1.3.B	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
ELA.L.VI.1.3.C	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).
ELA.RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
ELA.RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
ELA.RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
ELA.SL.PE.1.1.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).
ELA.SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

## Rationale and Transfer Goals

---

### 1. SL.PE.1.1 - Participate in collaborative conversations with peers and adults in small and larger groups.

Rationale:

- This standard emphasizes the importance of communication and collaboration in learning. It aims to develop students' ability to listen actively, contribute ideas, and build on others' responses. Engaging in conversations helps students refine their thinking, articulate their ideas clearly, and engage with diverse perspectives.

Transfer Goals:

- Students will be able to engage in meaningful discussions in various settings, including classroom activities, group projects, and everyday interactions.

- They will practice effective communication skills, such as listening, taking turns, and responding to others, which are essential for academic and social success.

## **2. RL.CR.1.1 - Ask and answer questions about key details in a text.**

Rationale:

- This standard focuses on comprehension skills, specifically the ability to identify and discuss key details in a text. Asking and answering questions helps students engage with the text more deeply and verify their understanding of the material.

Transfer Goals:

- Students will be able to extract and discuss important details from a variety of texts, enhancing their overall reading comprehension.
- They will apply questioning strategies to seek clarification and deepen understanding in other reading and learning contexts.

## **3. RI.CR.1.1 - Ask and answer questions about key details in an informational text.**

Rationale:

- Similar to RL.CR.1.1, this standard targets comprehension but focuses on informational texts. Understanding key details in informational texts is crucial for acquiring factual knowledge and building informational literacy.

Transfer Goals:

- Students will be able to analyze and discuss key details in informational texts across various subjects and content areas.
- They will use questioning techniques to gather and verify information, enhancing their research and learning skills.

## **4. L.KL.1.1 - Demonstrate an understanding of the basic conventions of standard English grammar and usage.**

Rationale:

- This standard is foundational for developing writing and speaking skills. Mastering basic grammar conventions is essential for clear and effective communication, allowing students to construct sentences correctly and understand language structure.

Transfer Goals:

- Students will apply grammar and usage rules in their writing and speaking to ensure clarity and correctness.
- They will use their understanding of grammar conventions to improve their language skills in various academic and social contexts.

## **5. L.VI.1.3- Use frequently occurring adjectives to describe people, places, and things.**

Rationale:

- This standard helps students expand their vocabulary and enhance their descriptive language skills. Using adjectives allows students to provide more detailed and vivid descriptions, improving their writing and speaking.

Transfer Goals:

- Students will incorporate descriptive language into their writing and speaking, making their communication more engaging and informative.
- They will recognize and use adjectives in various contexts, enhancing their ability to describe and express ideas effectively.

### **6. L.VI.1.3- Use frequently occurring nouns and verbs.**

Rationale:

- This standard focuses on the use of essential parts of speech—nouns and verbs. Understanding and using these words correctly is fundamental for constructing meaningful sentences and expressing ideas.

Transfer Goals:

- Students will use nouns and verbs accurately in their writing and speaking, contributing to clearer and more effective communication.
- They will recognize and apply these parts of speech in different contexts to enhance their language skills.

### **7. RL.IT.1.3 - Describe characters, settings, and major events in a story, using key details.**

Rationale:

- This standard emphasizes the importance of understanding and describing the elements of a story. By focusing on characters, settings, and major events, students can better comprehend and analyze narratives.

Transfer Goals:

- Students will describe and analyze story elements in various texts, improving their literary analysis skills.
- They will apply this understanding to both read and create their own stories, enhancing their overall narrative comprehension and storytelling abilities.

### **8. RI.IT.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.**

Rationale:

- This standard focuses on understanding and explaining relationships within a text. Recognizing connections between different elements helps students develop a deeper understanding of the material and its organization.

Transfer Goals:

- Students will describe and analyze relationships between elements in various informational texts, improving their ability to synthesize and integrate information.
- They will use these skills to make connections across different subjects and contexts, enhancing their overall comprehension and analytical abilities.

### **9. L.VI.1.3- Identify and use common prepositions.**

Rationale:

- Understanding and using prepositions is crucial for constructing clear and precise sentences. Prepositions help describe the relationships between objects, people, and places.

Transfer Goals:

- Students will use prepositions correctly in their writing and speaking to provide clear and accurate descriptions.
- They will recognize and apply prepositions in various contexts, improving their overall language skills and sentence structure.

### **10. RI.TS.1.4 - Identify the main topic and retell key details of an informational text.**

Rationale:

- This standard focuses on summarizing and identifying main ideas and key details. Mastery of this skill is essential for understanding and retaining information from informational texts.

Transfer Goals:

- Students will identify and summarize main topics and key details in various informational texts, improving their reading comprehension and retention.
- They will apply summarization skills to different types of texts and information sources, enhancing their ability to communicate and understand content effectively.

## **Enduring Understandings**

---

### **1. SL.PE.1.1 (Participate in collaborative conversations)**

Enduring Understanding: Effective communication and active listening in conversations are essential for collaboration and problem-solving. Engaging with others respectfully and thoughtfully allows us to understand different perspectives and work together towards common goals.

### **2. RL.CR.1.1 (Ask and answer questions about key details in a text)**

Enduring Understanding: Asking and answering questions about key details in a text helps us deepen our

comprehension and interpret the meaning of the text. Critical thinking through questioning supports our ability to engage with and understand stories more fully.

### **3. RI.CR.1.1 (Ask and answer questions about key details in an informational text)**

Enduring Understanding: Asking and answering questions about key details in informational texts enables us to extract important information and enhance our understanding of factual content. This process helps us gain knowledge and make sense of the information presented.

### **4. L.KL.1.1 (Print upper- and lowercase letters)**

Enduring Understanding: Mastery of writing both upper- and lowercase letters is fundamental to developing clear and effective written communication. Proper letter formation supports literacy skills and enhances our ability to express ideas in writing.

### **5. L.VI.1.3(Identify and use vocabulary words in context)**

Enduring Understanding: Understanding and using vocabulary words in context is crucial for effective communication and comprehension. Expanding our vocabulary allows us to express ideas more precisely and grasp the meaning of texts more fully.

### **6. L.VI.1.3(Recognize and use words with similar meanings)**

Enduring Understanding: Recognizing and using synonyms enriches our language and enhances our ability to convey meaning more effectively. Exploring words with similar meanings helps us communicate more clearly and understand texts more deeply.

### **7. RL.IT.1.3 (Describe characters, settings, and major events using key details)**

Enduring Understanding: Describing characters, settings, and major events using key details allows us to fully engage with and understand a story. This skill helps us analyze and appreciate the elements that contribute to the narrative and its impact.

### **8. RI.IT.1.3 (Describe the connection between two individuals, events, ideas, or pieces of information)**

Enduring Understanding: Understanding the connections between individuals, events, ideas, or pieces of information in a text helps us see how various elements interact and contribute to the overall meaning. This ability supports a deeper comprehension of complex texts and ideas.

### **9. L.VI.1.3(Identify and use antonyms)**

Enduring Understanding: Recognizing and using antonyms enhances our understanding of language and meaning by highlighting contrasts. This skill helps us develop a more nuanced grasp of vocabulary and improves our ability to articulate and interpret ideas.

### **10. RI.TS.1.4 (Use text features to locate and understand information)**

Enduring Understanding: Utilizing text features, such as headings, captions, and diagrams, is essential for efficiently locating and interpreting information in informational texts. This skill enhances our ability to access

and understand key content and support our learning process.

## **Essential Questions**

---

### **ELA.RL.CR.1.1 (Grade 1)**

- Essential Question: How can we retell a story using key details?

### **ELA.RI.CR.1.1 (Grade 1)**

- Essential Question: How do we identify the main topic and key details of a nonfiction text?

### **ELA.L.RF.K.1 (Mastery)**

- Essential Question: What is the proper way to hold and handle a book for reading?

### **ELA.L.KL.1.1 (Grade 1)**

- Essential Question: What do good listeners and speakers do to communicate effectively?
- Essential Question: Why is it important to use polite language and good manners when speaking with others?
- Essential Question: Why is it important to use words correctly when we speak and write?
- Essential Question: How can we learn new words and phrases to improve our speaking and writing?

### **ELA.L.VI.1.3.B (Grade 1)**

- Essential Question: Why is it important to understand the meaning of words in the context of what we are reading?
- Essential Question: How does understanding the meaning of words contribute to our ability to communicate effectively?

### **ELA.SL.PE.1.1.A (Grade 1)**

- Essential Question: Why is it important to listen carefully when someone is speaking?
- Essential Question: How can we show that we understand what someone else is saying?
- Essential Question: What are ways we can respectfully contribute to a discussion?
- Essential Question: How can we use our own experiences and knowledge to contribute to a group discussion?

### **ELA.SL.PE.1.1.B (Grade 1)**

- Essential Question: Why is it important to follow rules for discussions, such as taking turns and listening to others?
- Essential Question: What are some ways we can ask questions to learn more or clarify our understanding during a discussion?
- Essential Question: How can we work together as a team to achieve our discussion goals?

- Essential Question: What are some strategies we can use to respectfully disagree with others during a discussion?

### **ELA.RL.IT.1.3 (Grade 1)**

- Essential Question: How do authors use words and phrases to create vivid images in stories?

### **ELA.RI.IT.1.3 (Grade 1)**

- Essential Question: Why do authors choose certain words and phrases to explain facts or information?

### **ELA.RI.TS.1.4 (Grade 1)**

- Essential Question: How do we know if our answers to questions about a text are supported by evidence from the text?
- Essential Question: What are some strategies we can use to find the answers to our questions when reading?

### **ELA.L.VI.1.3.C (Grade 1)**

- Essential Question: What strategies can we use to learn and remember new words?

---

## **Content, Learning Targets, and Activities**

### **Reading Trimester 1**

---

## **Assessments**

Assessments are embedded into Content, Learning Targets, and Activities

---

## **Spiraling for Mastery**

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
--------------------------------	---------------------------------	------------------------

Engage effectively in a range of collaborative discussions	Listening Skills Turn-taking Basic Conversation Skills	1. Model 2. Think-Pair-Share 3. Review expectations-Practice-Repeat
Ask and answer questions about key details in a text.	Listening Skills Question-Answering	1. Model using sentence stems 2. Think Aloud to recall details or factual information from text
Describe characters, settings, and major events in a story, using key details	Character Identification Setting Recognition Event Sequencing	1. Graphic organizers 2. Story maps
Describe the connection between two individuals, events, ideas, or pieces of information in a text	Understanding Relationships Detail Recognition Comparative thinking	1. Sorting by attributes 2. comparing objects 3. what doesn't belong activities

## Career Awareness, Exploration, Preparation, and Training

WRK.9.1.2.CAP

Career Awareness and Planning

WRK.9.1.2.CAP.1

Make a list of different types of jobs and describe the skills associated with each job.

Different types of jobs require different knowledge and skills.

## Life Literacies & Key Skills

TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.GCA.1

Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Individuals from different cultures may have different points of view and experiences.

## Interdisciplinary Connections



SOC.6.1	U.S. History: America in the World
	Local community and government leaders have roles and responsibilities to provide services for their community members.
SOC.6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
SOC.6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
SOC.6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
	When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
SOC.6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
	Civics, Government, and Human Rights: Civic Mindedness
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
	Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.
SCI.K.ESS2.D	Weather and Climate
SCI.K.ESS2.E	Biogeology
	Plants and animals can change their environment.