Reading Grade 1 Trimester 3

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

NJSLS ELA

ELA.L.VL.1.2.B	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
ELA.L.VI.1.3.E	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
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.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
ELA.RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (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.RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
ELA.RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
ELA.RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
ELA.RL.CT.1.8	Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
ELA.RI.CT.1.8	Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Rationale and Transfer Goals

1. **ELA.RL.CR.1.1 / ELA.RI.CR.1.1:**
   Rationale: These standards focus on developing comprehension skills by encouraging students to ask and answer questions about texts. By practicing this, students enhance their ability to understand, interpret, and engage with what they read.
   Transfer Goals: Students will be able to independently ask meaningful questions and seek answers when reading various types of texts, which fosters critical thinking and deeper comprehension in real-world reading scenarios.

2. **ELA.RI.CI.1.2 / ELA.RL.CI.1.2:**
   Rationale: These standards highlight the importance of identifying the main idea and key details to ensure students can understand and summarize the essence of a text.
   Transfer Goals: Students will be able to summarize and clarify their understanding of texts across

disciplines, applying these skills to academic and everyday informational and literary texts.

3. **ELA.RL.MF.1.6 / ELA.RI.MF.1.6:**
Rationale: Understanding the purpose of different types of texts is crucial for reading fluently and with purpose. These standards help students grasp the use of structure and text features to find information efficiently.
Transfer Goals: Students will be able to independently use structural knowledge of texts (such as headings, captions, etc.) to navigate, understand, and extract important information from any kind of material they encounter.

4. **ELA.RI.AA.1.7:**
Rationale: Students need to be able to differentiate between facts and opinions. This standard is about honing analytical skills that help students evaluate the credibility and accuracy of a text.
Transfer Goals: Students will be able to critically assess information, distinguish factual content from opinion, and make informed judgments based on their evaluations in a variety of contexts.

5. **ELA.RL.PP.1.5:**
Rationale: The standard encourages students to engage with a text's plot and progression, focusing on understanding key events and their sequence.
Transfer Goals: Students will be able to independently follow and interpret the sequence of events in a narrative, applying these skills when reading stories, watching films, or reflecting on real-life events.

6. **ELA.RL.IT.1.3:**
Rationale: This standard fosters skills in understanding the relationship between illustrations and the text in stories.
Transfer Goals: Students will be able to interpret images in stories to enhance their understanding of narratives and independently apply these skills to visual literacy in various forms of media.

7. **ELA.RL.CT.1.8 / ELA.RI.CT.1.8:**
Rationale: Students must learn to compare and contrast elements within or across texts. This standard helps develop analytical thinking and attention to detail.
Transfer Goals: Students will be able to independently identify similarities and differences between texts, applying this critical thinking to a range of situations, from comparing products in advertisements to evaluating academic sources.

8. **ELA.L.VL.1.2.B:**
Rationale: Understanding the nuances of vocabulary is vital for effective communication and comprehension. This standard focuses on using context to determine meanings of unfamiliar words.
Transfer Goals: Students will be able to independently use context clues to determine the meaning of new words they encounter, whether in literature, informational texts, or conversation.

9. **ELA.L.VI.1.3.E:**
Rationale: This standard highlights the importance of using varied language, including figurative language, to enhance communication and understanding.
Transfer Goals: Students will be able to independently recognize and interpret figurative language, enriching their understanding of texts and improving their own expressive abilities.

These Rationale and Transfer Goals help guide instruction by setting clear, meaningful objectives for student learning and application beyond the classroom.

1. **ELA.RL.CR.1.1 / ELA.RI.CR.1.1:**

   o Readers ask questions to deepen their understanding of a text.
   o Readers can use evidence from the text to answer questions and clarify meaning.

2. **ELA.RI.CI.1.2 / ELA.RL.CI.1.2:**

   o Good readers can identify and describe the main topic and key details of a text.
   o Understanding the central idea helps readers make sense of and connect with what they read.

3. **ELA.RL.MF.1.6 / ELA.RI.MF.1.6:**

   o Readers can recognize and describe the role of illustrations and visual elements in conveying the meaning of a text.
   o Images and visuals can enhance comprehension by providing additional information or context.

4. **ELA.RI.AA.1.7:**

   o Readers can use illustrations and details in a text to describe its ideas accurately.
   o Visual and textual elements together help convey information more effectively.

5. **ELA.RL.PP.1.5:**

   o Readers recognize that stories follow a sequence or pattern, helping them anticipate what happens next.
   o Understanding structure enhances comprehension of narratives and literary works.

6. **ELA.RL.IT.1.3:**

   o Readers can distinguish between characters' different points of view and understand how perspective influences storytelling.
   o Awareness of perspectives helps deepen understanding of a story's events and characters.

7. **ELA.RL.CT.1.8 / ELA.RI.CT.1.8:**

   o Readers can connect events and ideas within and across texts, recognizing similarities and differences.
   o Making connections across texts strengthens comprehension and allows readers to draw new insights.

8. **ELA.L.VL.1.2.B:**

   o Expanding vocabulary helps in expressing ideas clearly and understanding nuances in texts.
   o Knowing how words function in different contexts improves communication and comprehension.

9. **ELA.L.VI.1.3.E:**

   o Understanding figurative language enriches the reading experience by revealing deeper meanings and emotional layers.
   o Recognizing figurative expressions aids in interpreting and appreciating texts beyond their

literal meanings.

These enduring understandings emphasize the importance of critical reading, making connections, and using evidence to gain deeper comprehension.

Essential Questions

1. **ELA.RL.CR.1.1 & ELA.RI.CR.1.1:**

   o How do questions help me understand a text?
   o How can I use information from the text to find answers to my questions?

2. **ELA.RL.CI.1.2 & ELA.RI.CI.1.2:**

   o What is the main idea of this text or story?
   o How can identifying the main idea help me understand what I read?

3. **ELA.RL.MF.1.6 & ELA.RI.MF.1.6:**

   o How do illustrations or text features support my understanding of a text?
   o Why do authors use specific illustrations or text features?

4. **ELA.RI.AA.1.7:**

   o How do I find the main topic or key ideas in a text?
   o How can I use these key ideas to learn more about the topic?

5. **ELA.RL.PP.1.5:**

   o How does the organization of a story or text help me understand it better?
   o Why is understanding the structure of a story or text important?

6. **ELA.RL.IT.1.3:**

   o How do characters, settings, and events help me understand a story?
   o Why are the key details in a story important?

7. **ELA.RL.CT.1.8 & ELA.RI.CT.1.8:**

   o How can I compare and contrast information or stories?
   o Why is comparing and contrasting stories or information useful?

8. **ELA.L.VL.1.2.B:**

   o How can listening help me understand others and communicate better?
   o How can I show that I am listening to and understanding others?

9. **ELA.L.VI.1.3.E:**

   o How can I learn and use new words to better express myself?

     o Why is it important to use new words in different situations?

These questions aim to deepen students' engagement with the text, encourage critical thinking, and reinforce the connections between listening, speaking, and comprehension skills.

Content, Learning Targets, and Activities

Reading Trimester 3

Assessments

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
ELA.RL.CR.1.1 & ELA.RI.CR.1.1 (Ask and Answer Questions)	• Recognize basic question words (who, what, where, when, why, how). • Identify key details in a story or text. • Understand the difference between a question and a statement.	• **Question Word Sort**: Students sort words like who, what, when, where, why, and how into categories and use them to ask simple questions. • **Text-Based Scavenger Hunt**: Read short texts or stories and have students answer questions by pointing out evidence in the text. • **"I Wonder" Chart**: As students read, they jot down questions they have, and then they look for

		answers within the text.
ELA.RI.CI.1.2 & ELA.RL.CI.1.2 (Central Idea and Details)	• Identify the main idea of a story or text with support. • Recognize supporting details that help clarify the main idea. • Understand sequencing and how events relate to each other.	• **Main Idea Bags**: Present students with mystery bags containing items that relate to a topic. Students identify the "main idea" of the bag based on its contents. • **Story Map Graphic Organizers**: Use graphic organizers to help students break down the main idea and supporting details in a story or nonfiction text. • **Five-Finger Retell**: Have students practice retelling stories using their fingers to remember key details.
ELA.RL.MF.1.6 & ELA.RI.MF.1.6 (Story Structure and Text Features)	• Identify basic parts of a story (beginning, middle, end). • Recognize headings, pictures, and captions in informational texts.	• **Story Pyramid**: Use a visual pyramid to have students fill in the key parts of a story from bottom to top (characters, setting, problem, events, and solution). • **Feature Hunt**: Provide nonfiction books or articles and have students highlight text features like titles, bold words, and

		diagrams.
ELA.RI.AA.1.7 (Author's Purpose)	• Understand the concept of an author or writer. • Distinguish between different types of texts (fiction, nonfiction, poetry).	• **Purpose Pies**: Make "author's purpose pies" to help students remember the different reasons an author writes (to persuade, inform, or entertain). Use visual slices to show examples. • **Purpose Sort**: Provide short text excerpts and have students categorize them by purpose.
ELA.RL.PP.1.5 (Point of View and Perspective)	• Understand the concept of character and narrator. • Recognize when a story is told by a character or by a third person.	• **Role-Playing**: Assign characters from a story and have students retell events from their character's point of view. • **Point of View Flip Books**: Create flip books that illustrate scenes from different characters' perspectives.
ELA.RL.IT.1.3 & ELA.RL.CT.1.8 (Interpretation and Comparison of Texts)	• Identify similarities and differences between characters, settings, or events. • Recognize patterns in stories (e.g., repeated phrases, parallel	• **Compare and Contrast Venn Diagram**: Use a Venn diagram to compare two characters, stories, or informational texts. • **Book-to-Book Connections**: After reading a

	plots).	story, have students connect themes or ideas to a different story or text.
ELA.RI.CT.1.8 (Explain Relationships in Text)	• Understand basic relationships in stories (e.g., cause and effect). • Recognize sequencing words (first, next, then, finally).	• **Cause-and-Effect Chains**: Create visual chains to show how one event leads to another in stories or nonfiction texts. • **Sequence Strips**: Have students put events in order using picture strips.
ELA.L.VL.1.2.B & ELA.L.VI.1.3.E (Vocabulary and Language)	• Recognize new words within context. • Identify basic synonyms, antonyms, and multiple-meaning words.	• **Word Webs**: Create webs where students brainstorm related words and connect them with lines, showing relationships like synonyms and antonyms. • **Context Clues Detective**: Read sentences with missing words and let students guess the missing word using context clues.

Career Awareness, Exploration, Preparation, and Training

WRK.9.1.2.CAP.2   Explain why employers are willing to pay individuals to work.

Life Literacies & Key Skills

TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Interdisciplinary Connections

SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
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.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
SOC.6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
	All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.
SOC.6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
SCI.1-ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.
	Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.
	Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.
SCI.1.ESS1.B	Earth and the Solar System
	Seasonal patterns of sunrise and sunset can be observed, described, and predicted.
	Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.