

Reading Grade 1 Trimester 2

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

NJSLS ELA

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| ELA.L.RF.1.1 | Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| ELA.L.RF.1.4.A | Read grade-level text with purpose and understanding. |
| ELA.L.RF.1.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| ELA.L.RF.1.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELA.L.KL.1.1 | With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening. |
| ELA.L.VL.1.2.A | Choose flexibly from an array of strategies to determine the meaning of words and phrases. |
| ELA.L.VI.1.3.D | Identify real-life connections between words and their use (e.g., note places at home that are cozy). |
| 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.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.TS.1.4 | With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types. |
| 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.RL.PP.1.5 | Identify who is telling the story at various points in a text. |
| ELA.RI.PP.1.5 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| 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). |
| ELA.SL.PE.1.1.C | Ask questions to clear up any confusion about the topics and texts under discussion. |
| ELA.SL.II.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| ELA.SL.ES.1.3 | Ask and answer questions about what a speaker says in order to gather additional |

information or clarify something that is not understood.

Rationale and Transfer Goals

1. ELA.L.KL.1.1 (Language Knowledge of Language):
Rationale: Develop an understanding of how language functions to aid in communication.
Transfer Goal: Use knowledge of language to communicate effectively in writing and speaking.
2. ELA.L.RF.1.1 (Foundational Skills: Print Concepts):
Rationale: Understanding the organization and basic features of print is crucial for reading.
Transfer Goal: Apply foundational reading skills to engage with and comprehend written text.
3. ELA.L.RF.1.4.a-c (Foundational Skills: Fluency):
Rationale: Reading fluency is key to understanding texts.
Transfer Goal: Read texts fluently and with comprehension to facilitate learning and enjoyment.
4. ELA.SL.II.1.2 (Speaking & Listening: Integration of Knowledge and Ideas):
Rationale: Integrating ideas from diverse media and formats enhances understanding.
Transfer Goal: Synthesize information from different sources for a well-rounded understanding.
5. ELA.SL.ES.1.3 (Speaking & Listening: Effective Speaking):
Rationale: Clear and coherent communication is essential in academic and social settings.
Transfer Goal: Speak effectively in formal and informal situations to express ideas and information.
6. ELA.SL.PE.1.1.C (Speaking & Listening: Presentation of Knowledge):
Rationale: Presenting knowledge in clear and engaging ways is essential for academic success.
Transfer Goal: Present ideas logically and coherently in various settings, enhancing audience engagement.
7. ELA.L.VI.1.3.D (Language: Vocabulary Development):
Rationale: Vocabulary acquisition is essential for understanding and using language.
Transfer Goal: Apply advanced vocabulary in speaking and writing to improve clarity and depth.
8. ELA.L.VL.1.2.A (Language: Vocabulary Knowledge):
Rationale: Expanding vocabulary is essential for deeper comprehension and expression.
Transfer Goal: Use vocabulary strategically to enhance reading comprehension and effective communication.
9. ELA.L.VI.1.3.E (Language: Vocabulary Use):
Rationale: Effective use of vocabulary enhances both written and spoken communication.
Transfer Goal: Utilize vocabulary effectively to convey meaning in a variety of contexts.
10. ELA.RI.CT.1.8 (Reading Informational Text: Craft and Structure):
Rationale: Understanding text structure improves comprehension and critical analysis.
Transfer Goal: Analyze the structure of informational texts to better understand and evaluate their content.
11. ELA.RL.CT.1.8 (Reading Literature: Craft and Structure):
Rationale: Literary devices and structure shape the meaning of a text.
Transfer Goal: Evaluate the use of literary elements and structures to interpret texts.
12. ELA.RL.TS.1.4 (Reading Literature: Text Structures):
Rationale: Recognizing and understanding text structures enhance literary comprehension.

Transfer Goal: Apply knowledge of literary text structures to analyze and appreciate works of fiction.

13. ELA.RI.TS.1.4 (Reading Informational Text: Text Structure):
Rationale: Understanding the structure of informational texts aids in better comprehension.
Transfer Goal: Identify and evaluate how informational text structures support the author's purpose and clarity.
14. ELA.RL.PP.1.5 (Reading Literature: Point of View & Purpose):
Rationale: Understanding an author's perspective enhances the interpretation of a text.
Transfer Goal: Analyze how an author's perspective influences the message and meaning of a literary text.
15. ELA.RI.PP.1.5 (Reading Informational Text: Point of View & Purpose):
Rationale: Understanding the purpose behind a text is key to evaluating its effectiveness.
Transfer Goal: Critically evaluate the author's point of view and purpose in informational texts.
16. ELA.RL.CI.1.2 (Reading Literature: Central Idea):
Rationale: Understanding the central idea of a text is crucial for comprehension and analysis.
Transfer Goal: Identify and analyze central themes in literary texts to deepen understanding.
17. ELA.RI.CI.1.2 (Reading Informational Text: Central Idea):
Rationale: Grasping the central idea of an informational text is key to understanding its message.
Transfer Goal: Identify, evaluate, and articulate the central ideas of informational texts to support comprehension.

These rationale and transfer goals illustrate how these standards encourage students to use the skills learned in the classroom to navigate complex reading and writing tasks throughout their academic journey and in real-world contexts.

Enduring Understandings

1. ELA.L.KL.1.1 – Kindergarten Language Skills
Enduring Understanding: Foundational language skills, such as grammar and sentence structure, are essential for effective communication. Understanding how language works helps students convey their ideas clearly.
2. ELA.L.RF.1.1 – Reading Foundations for Grade 1
Enduring Understanding: Knowing and applying the concepts of print, such as directionality and recognizing words, is a key component of reading fluency and comprehension.
3. ELA.L.RF.1.4.a-c – Reading Fluency for Grade 1
Enduring Understanding: Reading with accuracy, appropriate rate, and expression supports understanding of text. Fluency leads to better comprehension and fosters a love for reading.
4. ELA.SL.II.1.2 – Speaking and Listening Interpretive Skills, Grade 1
Enduring Understanding: Understanding and interpreting spoken messages helps students engage in meaningful conversations and enhances their ability to learn from others.
5. ELA.SL.ES.1.3 – Speaking and Listening Expressive Skills, Grade 1
Enduring Understanding: Effective communication involves expressing thoughts, feelings, and ideas

clearly, using appropriate language for the situation and audience.

6. ELA.SL.PE.1.1.C – Presentation of Knowledge and Ideas, Grade 1
Enduring Understanding: Sharing information and ideas effectively in different settings promotes learning and fosters collaboration.
7. ELA.L.VI.1.3.D – Vocabulary Instruction, Grade 1
Enduring Understanding: Acquiring and using a range of vocabulary words improves communication and comprehension across a variety of contexts.
8. ELA.L.VL.1.2.A – Vocabulary, Listening, Grade 1
Enduring Understanding: Actively listening to others provides opportunities to learn new vocabulary and deepens understanding of various subjects.
9. ELA.L.VI.1.3.E – Vocabulary, Interdisciplinary, Grade 1
Enduring Understanding: The ability to apply vocabulary learned in one subject across disciplines is essential for comprehensive learning.
10. ELA.RI.CT.1.8 – Reading Informational Text: Craft and Structure, Grade 1
Enduring Understanding: Understanding the structure of informational texts, such as cause and effect or problem and solution, helps readers analyze and gain deeper insights into what they read.
11. ELA.RL.CT.1.8 – Reading Literature: Craft and Structure, Grade 1
Enduring Understanding: Understanding how stories are structured (e.g., characters, setting, events) aids in interpreting literature and appreciating different genres.
12. ELA.RL.TS.1.4 – Reading Literature: Text Structure, Grade 1
Enduring Understanding: Recognizing story elements like plot, characters, and settings helps readers comprehend and connect with literature.
13. ELA.RI.TS.1.4 – Reading Informational Text: Text Structure, Grade 1
Enduring Understanding: Identifying how information is organized in a text (e.g., comparison, chronological order) supports comprehension and recall of key ideas.
14. ELA.RL.PP.1.5 – Reading Literature: Purpose, Point of View, Grade 1
Enduring Understanding: Understanding an author's purpose and the perspective of characters enhances readers' comprehension of literature and deepens their engagement with the text.
15. ELA.RI.PP.1.5 – Reading Informational Text: Purpose, Point of View, Grade 1
Enduring Understanding: Recognizing the author's purpose and perspective in informational texts aids in critical reading and understanding the message being conveyed.
16. ELA.RL.CI.1.2 – Reading Literature: Key Ideas and Details, Grade 1
Enduring Understanding: Identifying the central ideas and supporting details in a story is essential for grasping its meaning and intent.
17. ELA.RI.CI.1.2 – Reading Informational Text: Key Ideas and Details, Grade 1
Enduring Understanding: Understanding the key ideas and supporting details in informational texts enables readers to learn new information and analyze content critically.

These enduring understandings form the foundation for developing essential language and literacy skills at the early stages of learning. They emphasize the importance of comprehension, communication, and critical thinking across both literature and informational texts.

Essential Questions

These essential questions guide students to think deeply about language, reading, speaking, and listening skills in alignment with New Jersey's ELA standards.

ELA.L.KL.1.1 (Language Kindergarten)

- How do we use language to express ourselves?
- Why is it important to use proper grammar when speaking and writing?

ELA.L.RF.1.1 (Reading Foundation Skills Grade 1)

- How do readers recognize letters, words, and sounds?
- What strategies can help us become better readers?

ELA.L.RF.1.4.a-c (Reading Foundation Skills Grade 1)

- How does practicing reading help us read more fluently?
- How can understanding what we read make reading more enjoyable?
- What strategies can we use to figure out the meaning of a word when we read?

ELA.SL.II.1.2 (Speaking & Listening Intermediate)

- How can we respond to others' ideas effectively?
- Why is listening carefully important when engaging in conversations?

ELA.SL.ES.1.3 (Speaking & Listening Early Speech)

- How do we listen and share ideas clearly with others?
- What makes a good conversation?

ELA.SL.PE.1.1.C (Speaking & Listening Performance Expectations)

- How can we present information clearly for others to understand?
- What helps us become confident speakers?

ELA.L.VI.1.3.D (Vocabulary Instruction)

- Why is learning new words important for communicating effectively?
- How do words help us understand the world around us?

ELA.L.VL.1.2.A (Vocabulary Learning)

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

ELA.L.VI.1.3.E (Vocabulary Instruction)

- How do we determine the meaning of unfamiliar words when reading or listening?

ELA.RI.CT.1.8 (Reading Informational Text Craft and Structure)

- How do authors organize information to help readers understand it?
- What clues can we use to figure out the meaning of a text?

ELA.RL.CT.1.8 (Reading Literature Craft and Structure)

- How do authors use details to help tell a story?
- How can we identify key parts of a story like setting, characters, and plot?

ELA.RL.TS.1.4 (Reading Literature Text Structure)

- How can we describe the structure of a story?
- What can we learn from the sequence of events in a story?

ELA.RI.TS.1.4 (Reading Informational Text Structure)

- How does the structure of a nonfiction text help us understand it better?
- What tools do authors use to make nonfiction easier to understand?

ELA.RL.PP.1.5 (Reading Literature Point of View and Purpose)

- How does an author's purpose affect the way a story is told?
- What is the difference between a narrator's and a character's perspective?

ELA.RI.PP.1.5 (Reading Informational Point of View and Purpose)

- Why does an author write nonfiction texts?
- How does an author's point of view shape the information in a text?

ELA.RL.CI.1.2 (Reading Literature Central Idea)

- What is the central message or theme of a story?
- How do characters' actions help us understand the story's message?

ELA.RI.CI.1.2 (Reading Informational Central Idea)

- How can we identify the main idea of a nonfiction text?
- What details help us understand the key points an author is making?

Content, Learning Targets, and Activities

Reading Trimester 2

Assessments

Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit | Instructional Activity |
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| ELA.L.VI.1.3.D (Vocabulary Instruction - Contextual Meaning of Words) | <ul style="list-style-type: none">• Understanding how words and phrases function in specific contexts. | Activity: "Context Clue Scavenger Hunt" <ul style="list-style-type: none">• Create a passage with underlined words. Students use context clues to infer meanings.• Provide options for students to choose the meaning based on the surrounding text.• Have students highlight or underline words or phrases that provide clues to the word's meaning. |
| ELA.L.VL.1.2.A (Vocabulary Acquisition - Multiple Meaning Words) | <ul style="list-style-type: none">• Familiarity with words that have multiple meanings. | Activity: "Double Duty Sentences" <ul style="list-style-type: none">• Have students write sentences using a word with two different meanings (e.g., "bat" as an |

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| | | <p>animal and "bat" as a sports equipment).</p> <ul style="list-style-type: none"> • Students then illustrate both meanings to reinforce the idea of multiple meanings. |
| <p>ELA.L.VI.1.3.E (Vocabulary Instruction - Using Words for Effect)</p> | <ul style="list-style-type: none"> • Familiarity with a range of adjectives, adverbs, and descriptive phrases. | <p>Activity: "Adjective Hunt"</p> <ul style="list-style-type: none"> • Ask students to pick a page from a book and highlight all adjectives and adverbs. • Students can then rewrite a selected paragraph, adding their own descriptive words to enhance the scene. |
| <p>ELA.RI.CT.1.8 (Reading Informational Text - Analyze and Evaluate Claims)</p> | <ul style="list-style-type: none"> • Recognizing differences between facts and opinions. | <p>Activity: "Fact vs. Opinion Sort"</p> <ul style="list-style-type: none"> • Provide students with a list of statements. Have them sort the statements into "Fact" or "Opinion" categories. • For each opinion statement, students write why it cannot be a fact. |
| <p>ELA.RL.CT.1.8 (Reading Literature - Compare and Contrast Themes and Topics)</p> | <ul style="list-style-type: none"> • Experience comparing and contrasting characters, settings, or events in stories. | <p>Activity: "Character Venn Diagram"</p> <ul style="list-style-type: none"> • After reading a story, students create Venn |

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| | | <p>diagrams comparing two characters in terms of traits, actions, or motivations.</p> <ul style="list-style-type: none"> • Follow up with a discussion on how their differences impact the story. |
| <p>ELA.RL.TS.1.4 (Reading Literature - Text Structure)</p> | <ul style="list-style-type: none"> • Identifying basic elements of a story (e.g., beginning, middle, end). | <p>Activity: "Story Sequence Strips"</p> <ul style="list-style-type: none"> • Give students a series of sentences from a familiar story, cut into strips. Students arrange the strips into the correct order: beginning, middle, and end. • Discuss the importance of each section and how events lead from one to the other. |
| <p>ELA.RI.TS.1.4 (Reading Informational Text - Text Structure)</p> | <ul style="list-style-type: none"> • Familiarity with the purpose of different types of informational texts. | <p>Activity: "Text Feature Treasure Hunt"</p> <ul style="list-style-type: none"> • Provide a variety of informational texts (articles, brochures, textbooks). Ask students to identify and label the different features (e.g., headings, subheadings, bold words, captions). • Discuss why these features are |

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| | | <p>important and how they help readers understand the purpose of the text.</p> |
| <p>ELA.RL.PP.1.5 (Reading Literature - Point of View and Perspective)</p> | <ul style="list-style-type: none"> • Basic knowledge of character perspectives and how they differ from each other. | <p>Activity: "Who's Telling the Story?"</p> <ul style="list-style-type: none"> • Provide passages written from different perspectives. Ask students to identify the narrator's point of view (first-person, third-person, etc.) and explain how the perspective influences the story. |
| <p>ELA.RI.PP.1.5 (Reading Informational Text - Point of View and Perspective)</p> | <ul style="list-style-type: none"> • Familiarity with distinguishing between an author's personal opinion and factual information. | <p>Activity: "Author's Perspective Detective"</p> <ul style="list-style-type: none"> • Read an opinion piece or editorial. Students highlight factual statements in one color and opinion statements in another. • Discuss how authors might use facts to support their opinions and what clues reveal personal bias. |
| <p>ELA.RL.CI.1.2 (Reading Literature - Central Idea and Theme)</p> | <ul style="list-style-type: none"> • Recognizing supporting details that contribute to the theme. | <p>Activity: "Theme and Evidence Match"</p> <ul style="list-style-type: none"> • Provide students with the theme of a story and |

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| | | several supporting details from the text. They match the details to the theme, explaining how each supports it. |
| ELA.RI.CI.1.2 (Reading Informational Text - Central Idea and Supporting Details) | <ul style="list-style-type: none"> • Understanding how supporting details reinforce the main idea. | <p>Activity: "Headline and Highlights"</p> <ul style="list-style-type: none"> • Give students a short informational article. They must write a headline summarizing the main idea and underline key details that support it. |

Career Awareness, Exploration, Preparation, and Training

WRK.9.1.2.CAP.1

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

Life Literacies & Key Skills

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).

Interdisciplinary Connections

SOC.6.1.2.CivicsPI.4

Explain how all people, not just official leaders, play important roles in a community.

MATH.1.NBT.A.1

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

SOC.6.1.2.CivicsCM.3

Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

