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

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Grade 1 – Unit 1: Narrative Writing

Rationale

This unit establishes a community of readers and writers within the classroom. Reading foundational skills taught in this unit include reading with stamina, engagement, and fluency. Readers will also use context to confirm, self-correct or reread. In addition, students learn to establish a purpose for reading, answer questions about texts, and use illustrations and key details to describe characters and settings. As they explore fiction and nonfiction texts, students will support their thinking with evidence from the text. In narrative writing, students will begin to recount two or more events. As students write narrative stories, they will choose topics, plan, and write story events in sequence. With guidance and support from adults, students will also revise for meaning and strengthen their writing by adding details, through pictures and words, to elaborate their ideas. Students will participate in collaborative conversations with diverse partners using agreed-upon rules for speaking and listening. By engaging in daily phonemic awareness activities and letter and word study, students will learn to hear letter-sound connections and develop an awareness of how words work.

Grade 1 – Unit 1, 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.	▪ identify key details in a text (e.g. who, what, when, where, why, how) ▪ ask questions about details in a text (e.g. who, what, when, where, why, how) ▪ answer questions about details in a text (e.g. who, what, when, where, why, how)
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	▪ key details are used to describe characters, settings, and major events. ▪ identify characters, settings, and major events in a story ▪ use key details to describe characters, settings, and major events
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	▪ read to explore a wide range of text types ▪ recognize the different types of texts when reading ▪ explain differences between books that tell stories and books that give information
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	▪ read and comprehend first grade level texts, with prompting and support
RI.1.1. Ask and answer questions about key details in a text.	▪ ask questions about key details in a text ▪ answer questions about key details in a text

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RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	▪ we can gain information from pictures or words in a text ▪ identify information from pictures or other illustrations in a text ▪ identify information from the words in a text
RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.	▪ read first grade texts with teacher support ▪ comprehend first grade texts with teacher support
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	▪ there are distinguishing features, or parts, of a sentence. ▪ recognize the features of a sentence (e.g., first word, capitalization, ending punctuation)
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. A. Distinguish long from short vowel sounds in spoken single-syllable words.	▪ every syllable must have a vowel sound ▪ determine the number of syllables in a printed word ▪ identify the vowel(s) in a syllable ▪ there is a difference between long vowel words and short vowel words when someone is speaking ▪ distinguish long from short vowel sounds in spoken single-syllable words
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. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	▪ blend sounds together (including consonant blends) to make one syllable words when speaking
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. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	▪ isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words

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RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	- there are grade-level skills we can use to decode words - there are spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. B. Decode regularly spelled one-syllable words.	decode regularly spelled one-syllable words
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	- it is important to read grade-level text with sufficient accuracy and fluency to support comprehension - read grade-level text with purpose and understanding
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level text orally with accuracy, appropriate rate, and expression	read grade-level text orally with accuracy, appropriate rate, and expression
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	use context to confirm or self-correct word recognition and understanding, rereading as necessary
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	- narrative writing can tell a story with two or more sequenced events - write narrative texts that tell the events in order - write narrative texts that contain details about the events in the story - use transition words to show the order of events - write conclusions (or endings) to narrative texts
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	- with guidance and support from adults, we can recall information from experiences or gather information from provided sources to answer a question - with guidance and support from adults, recall information from experiences to answer a question - with guidance and support from adults, gather information from provided sources to answer a question

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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. 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).	▪ conversations are focused on a topic or text ▪ conversations involve listening to others with care, speaking one at a time, and responding to other's ideas
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	▪ ask questions about key details in something we heard ▪ answer questions about key details in something we heard
SL.1.6. Produce complete sentences when appropriate to task and situation.	▪ speak in complete sentences
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters.	▪ print all upper- and lowercase letters
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Use frequently occurring adjectives.	▪ use frequently occurring adjectives
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. G. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).	▪ use frequently occurring conjunctions (e.g., *and, but, or, so, because*)

Grade 1 – Unit 1, Module B

Standard	Student Learning Objectives We are learning to… / We are learning that…
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	▪ stories can have central messages (big ideas) or teach lessons ▪ we can show understanding of a central message (big idea) or lesson by retelling a story ▪ retell stories using key details (e.g. who, what, when, where, why and how) ▪ identify the central message (big idea) or lesson
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	▪ illustrations may tell us details about characters, setting, or events ▪ use illustrations and important details from the story to describe characters ▪ use illustrations and important details from the story to describe setting ▪ use illustrations and important details from the story to describe events
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	▪ there may be similarities and differences between characters' experiences and adventures in stories ▪ tell the similarities between characters' adventures and experiences in stories ▪ tell the differences between characters' adventures and experiences in stories
RI.1.2. Identify the main topic and retell key details of a text.	▪ retell key details of a text.
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	▪ ask and answer questions to help determine the meaning of words and phrases in a text ▪ ask and answer questions to help clarify the meaning of words and phrases in a text
RI.1.7. Use the illustrations and details in a text to describe its key ideas.	▪ we can use illustrations in a text to describe its key ideas ▪ identify the illustrations and details in a text to describe its key ideas

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Standard	Student Learning Objectives We are learning to… / We are learning that…
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.	▪ with guidance and support from adults, writers focus on a topic, and strengthen writing through self-reflection, and by responding to questions and suggestions from peers ▪ with guidance and support from adults, respond to questions and suggestions from peers to strengthen our writing ▪ with guidance and support from adults, reflect on our own writing to make it stronger ▪ with guidance and support from adults, add details to strengthen our writing
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. A. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	▪ build on other's ideas by responding to comments ▪ talk with many different people about first grade topics and texts
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. C. Ask questions to clear up any confusion about the topics and texts under discussion.	▪ ask questions when we are confused about a topic during a conversation
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	▪ asking and answering questions helps me learn more about a topic ▪ ask questions about something I heard to get more information or to help me understand it better ▪ answer questions about something I heard to show what I understand
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	▪ use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	▪ use verbs to convey a sense of past, present, and future

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L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. 　A. Use sentence-level context as a clue to the meaning of a word or phrase.	▪ use context clues to determine the meaning of a word or phrase
L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. 　D. 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.	▪ distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) by defining or choosing them or by acting out the meanings ▪ distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings