

Year at a Glance: ELA Grade 1 Student Learning Objectives Clustered by Unit

DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.			Unit 1		Unit 2	Unit 3		Unit 4
Key	Focus - Explicit Instruction and Assessment		Narrative Writing		Informational/ Explanatory Writing	Reading Literature and Opinion Writing		Reading and Writing with Independence
	Revisited and Reinforced							
	Not Addressed in the Unit							
NJSLS	SLO	Units	1A	1B	2A	3A	3B	4A
READING LITERATURE								
RL.1.1 Ask and answer questions about key details in a text.	WALT identify key details in a text (e.g. who, what, when, where, why, how)	1, 4						
	WALT ask questions about details in a text (e.g. who, what, when, where, why, how)	1						
	WALT answer questions about details in a text (e.g. who, what, when, where, why, how)	1						
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	WALT stories can have central messages (big ideas) or teach lessons	1						
	WALT we can show understanding of a central message (big idea) or lesson by retelling a story	1						
	WALT retell stories using key details (e.g. who, what, when, where, why and	1						
	WALT identify the central message (big idea) or lesson	1						
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	WALT key details are used to describe characters, settings, and major events.	1						
	WALT identify characters, settings, and major events in a story	1						
	WALT use key details to describe characters, settings, and major events	1						
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	WALT stories and poems use words that describe feelings	3, 4						
	WALT stories and poems use words to describe what we can see, hear, smell, taste, or feel	3, 4						
	WALT identify words and phrases that describe feelings	3, 4						
	WALT identify words and phrases that describe what we can see, hear, smell, taste, or feel	3, 4						
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.	WALT read to explore a wide range of text types	1						
	WALT recognize the different types of texts when reading	1						
	WALT explain differences between books that tell stories and books that give information	1						
RL.1.6. Identify who is telling the story at various points in a text.	WALT one or more people can tell a story (e.g. narrator, character(s), etc.)	2						
	WALT identify who is telling the story at different points	2						
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	WALT illustrations may tell us details about characters, setting, or events	1						
	WALT use illustrations and important details from the story to describe characters	1						
	WALT use illustrations and important details from the story to describe setting	1						

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	WALT use illustrations and important details from the story to describe events	1								
RL.1.8 (Not applicable to literature)	<i>Not applicable.</i>	N/A								
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	WALT there may be similarities and differences between characters' experiences and adventures in stories	1								
	WALT tell the similarities between characters' adventures and experiences in stories	1								
	WALT tell the differences between characters' adventures and experiences in stories	1								
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	WALT read and comprehend first grade level texts, with prompting and support	1								
READING INFORMATIONAL TEXT										
RI.1.1. Ask and answer questions about key details in a text.	WALT ask questions about key details in a text	1								
	WALT answer questions about key details in a text	1								
RI.1.2. Identify the main topic and retell key details of a text.	WALT retell key details of a text.	1								
	WALT identify the main topic of a text	4								
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	WALT identify the individuals in a text	2								
	WALT identify the events in a text	2								
	WALT identify ideas in a text	2								
	WALT identify pieces of information in a text	2								
	WALT describe the connection between two individuals in a text	4								
	WALT describe the connection between two events in a text	4								
	WALT describe the connection between two ideas in a text	4								
	WALT describe the connection between two pieces of information in a text	4								
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	WALT ask and answer questions to help determine the meaning of words and phrases in a text	1								
	WALT ask and answer questions to help clarify the meaning of words and phrases in a text	1								

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RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	WALT there are various text features in text	3						
	WALT identify various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons)	3						
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	WALT we can gain information from pictures or words in a text	1						
	WALT identify information from pictures or other illustrations in a text	1						
	WALT identify information from the words in a text	1						
RI.1.7. Use the illustrations and details in a text to describe its key ideas.	WALT we can use illustrations in a text to describe its key ideas	1, 4						
	WALT identify the illustrations and details in a text to describe its key ideas	1						
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	WALT texts have similarities and differences	2						
	WALT identify similarities in two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	2						
	WALT identify differences in two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	2						
RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.	WALT read first grade texts with teacher support	1						
	WALT comprehend first grade texts with teacher support	1						
READING FOUNDATION SKILLS								
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).	WALT there are distinguishing features, or parts, of a sentence.	1						
	WALT recognize the features of a sentence (e.g., first word, capitalization, ending punctuation)	1						
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.	WALT every syllable must have a vowel sound	1						
	WALT determine the number of syllables in a printed word	1						
	WALT identify the vowel(s) in a syllable	1						
	WALT there is a difference between long vowel words and short vowel words when someone is speaking	1						
	WALT distinguish long from short vowel sounds in spoken single-syllable words	1						

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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.	WALT blend sounds together (including consonant blends) to make one syllable words when speaking	1							
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.	WALT isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	1							
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. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	WALT segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)	2							
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).	WALT there are grade-level skills we can use to decode words	1							
	WALT there are spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)	1							
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. B. Decode regularly spelled one-syllable words.	WALT decode regularly spelled one-syllable words	1							
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. C. Know final -e and common vowel team conventions for representing long vowel sounds.	WALT the final -e and specific common vowel team conventions represent long vowel sounds	3							
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. D. Distinguish long and short vowels when reading regularly spelled one-syllable words.	WALT distinguish long and short vowels when reading regularly spelled one-syllable words	3							

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RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. B. Decode regularly spelled one-syllable words.	WALT decode regularly spelled one-syllable words	1							
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.	WALT decode basic two-syllable words by breaking the words into syllables and using knowledge that every syllable must have a vowel sound	2							
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	WALT it is important to read grade-level text with sufficient accuracy and fluency to support comprehension	1							
	WALT read grade-level text with purpose and understanding	1							
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level text orally with accuracy, appropriate rate, and expression	WALT read grade-level text orally with accuracy, appropriate rate, and expression	1							
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.	WALT use context to confirm or self-correct word recognition and understanding, rereading as necessary	1							
WRITING									
W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	WALT opinion pieces name a topic and state an opinion and provide a reason for that opinion	3							
	WALT introduce a topic or name a book we are writing about	3							
	WALT state an opinion about a topic	3							
	WALT supply a reason for the opinion	3							
	WALT provide a sense of closure	3							
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.	WALT writing can give information, or explain how to do something, by naming a topic and stating facts about the topic	2, 4							
	WALT name a topic for informational texts	2							
	WALT write an informational text that contains facts about a topic	2							
	WALT write a conclusion for informational texts	2							

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NJSLS	SLO	Units	1A	1B	2A	3A	3B	4A
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.	WALT narrative writing can tell a story with two or more sequenced events	1						
	WALT write narrative texts that tell the events in order	1						
	WALT write narrative texts that contain details about the events in the story	1						
	WALT use transition words to show the order of events	1						
	WALT write conclusions (or endings) to narrative texts	1						
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.	WALT 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	1						
	WALT with guidance and support from adults, respond to questions and suggestions from peers to strengthen our writing	1						
	WALT with guidance and support from adults, reflect on our own writing to make it stronger	1						
	WALT with guidance and support from adults, add details to strengthen our writing	1						
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	WALT with guidance and support from adults and through collaboration with peers, digital tools can help us produce and publish writing	3						
	WALT use a variety of digital tools to produce and publish writing, with guidance and support	3						
	WALT collaborate with peers to produce and publish writing	3						
W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	WALT we can participate in shared research and writing projects	2						
	WALT research a topic by exploring a number of books on the given topic and write about it	2						
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	WALT with guidance and support from adults, we can recall information from experiences or gather information from provided sources to answer a question	1						
	WALT with guidance and support from adults, recall information from experiences to answer a question	1						
	WALT with guidance and support from adults, gather information from provided sources to answer a question	1						
SPEAKING and LISTENING								
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.	WALT conversations are focused on a topic or text	1						
	WALT conversations involve listening to others with care, speaking one at a time, and responding to other's ideas	1						

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NJSLS	SLO	Units	1A	1B	2A	3A	3B	4A
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).	WALT build on other's ideas by responding to comments	1						
	WALT talk with many different people about first grade topics and texts	1						
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. B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges	WALT build on others' ideas by responding to comments	4						
	WALT talk with many different people about first grade topics and texts	4						
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.	WALT ask questions when we are confused about a topic during a conversation	1						
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	WALT ask questions about key details in something we heard	1, 2						
	WALT answer questions about key details in something we heard	1, 2						
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.	WALT asking and answering questions helps me learn more about a topic	1						
	WALT ask questions about something I heard to get more information or to help me understand it better	1						
	WALT answer questions about something I heard to show what I understand	1						
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	WALT orally describe people, places, things and events with details	2						
	WALT orally express our ideas and feelings about people, places, things and events	2						
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	WALT drawings and visual displays provide additional details and clarify ideas, thoughts and feelings	2						
	WALT include drawings or visual displays when orally describing something to clarify ideas, thoughts, and feelings	2						
SL.1.6. Produce complete sentences when appropriate to task and situation.	WALT speak in complete sentences	1						
LANGUAGE								

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	NJSLS	SLO	Units	1A	1B	2A	3A	3B	4A
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.	WALT print all upper- and lowercase letters	1							
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use common, proper, and possessive nouns.	WALT use common, proper and possessive nouns	3							
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).	WALT use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)	1							
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	WALT use personal, possessive, and indefinite pronouns	2							
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).	WALT use verbs to convey a sense of past, present, and future	1							
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. F. Use frequently occurring adjectives.	WALT use frequently occurring adjectives	1							
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).	WALT use frequently occurring conjunctions (e.g., and, but, or, so, because)	1							
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. H. Use determiners (e.g., articles, demonstratives).	WALT use determiners (e.g., articles, demonstratives)	2							

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L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. I. Use frequently occurring prepositions (e.g., during, beyond, toward).	WALT use frequently occurring prepositions	3							
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	WALT produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	3							
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize dates and names of people	WALT capitalize names and dates of people	4							
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use end punctuation for sentences.	WALT use end punctuation for sentences when we write	4							
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use commas in dates and to separate single words in a series.	WALT use commas in dates and to separate single words in a series	2							
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	WALT use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	3							
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	WALT spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	3							
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	WALT it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading	3							
	WALT determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 1 reading and content, choosing from various strategies	3							

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phrase.	WALT use context clues to determine the meaning of a word or phrase	1, 3						
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. B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.	WALT use affixes and inflection as a clue to the meaning of a word	3						
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. C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	WALT identify root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>)	2						
L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	WALT sort words into categories to understand the concepts of the categories	4						
L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. 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).	WALT define words by category and by one or more key traits	4						
L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	WALT figurative language, word relationships and nuances contribute to the meaning of a text	4						
	WALT with guidance and support, demonstrate an understanding of figurative language, the relationships and differences in words and their meanings	4						
	WALT identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>)	4						
L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	WALT 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	1						

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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.	WALT distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings	1							
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).	WALT conjunctions signal simple relationships	4							
	WALT use words and phrases we have learned through conversations, reading and being read to, and when responding to texts, including common conjunctions	4							