

Voyages in English 2018

Grade 1

Correlations to NJ State Standards

(Updated March 2017)

New Jersey Grade 1

Progress Indicators for Writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Text Types and Purposes	Part 1: Grammar	Part 2: 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		SE: 250–259 TE: 91

	some sense of closure.		
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.	TE: OV-21	SE: 262–273 TE: 203, 228, 232
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.	TE: OV-18	SE: 202–211 TE: 228, 232
Production and Distribution of Writing		Part 1: Grammar	Part 2: Writing
W.1.4.	(Begins in grade 3)	(Begins in grade 3)	(Begins in grade 3)
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.	TE: OV-19	SE: 209, 221, 233, 245, 257, 271
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.		TE: 189, 211, 220, 223, 235, 247, 259, 273
Research to Build and Present Knowledge		Part 1: Grammar	Part 2: Writing
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).	TE: OV-18	SE: 189, 226–235 TE: 273
W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	TE: OV-19	SE: 202–211
W.1.9.	(Begins in grade 4)	(Begins in grade 4)	(Begins in grade 4)

Range of Writing	Part 1: Grammar	Part 2: Writing
W.1.10. (Begins in grade 3)	(Begins in grade 3)	(Begins in grade 3)

Progress Indicators for Speaking and Listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Comprehension and Collaboration	Part 1: Grammar	Part 2: Writing
SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	TE: OV-20	TE: 243, 269, 273
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).	TE: 117, 164, 191	TE: 200b, 200, 215, 227, 239, 251, 263, 277, 284
B. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.	TE: 117, 164, 191	TE: 200, 284
C. Ask questions to clear up any confusion about the topics and texts under discussion.		TE: 215, 227, 239, 251, 263, 277

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	TE: 117, 127	TE: 223, 232, 261
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.	TE: OV-19, OV-21, 18, 76, 79, 91	TE: 200–211, 232–235, 244–247
Presentation of Knowledge and Ideas	Part 1: Grammar	Part 2: Writing
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	TE: OV-18–OV-21, 5, 13, 76, 79	SE: 211, 223, 235, 247, 259, 273 TE: 207, 211, 223, 235, 247, 259, 273
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	TE: OV-18–OV-21, 5, 13, 76, 79	SE: 211, 223, 235, 247, 259, 273 TE: 207
SL.1.6. Produce complete sentences when appropriate to task and situation.	SE: 91, 131–132, 136, 141, 153, 158, 176	SE: 266, 267 TE: 223

Progress Indicators for Language

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts

Conventions of Standard English	Part 1: Grammar	Part 2: Writing
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: 2–6, 8–9, 12, 14, 16, 19, 21–23, 28, 30–44, 47–48, 51–53, 56–57, 61–68, 75–79, 86, 90–97, 99–124 TE: OV-18–OV-21	TE: 211, 223, 235, 247, 259, 273
A. Print all upper- and lowercase letters.	SE: Most Student Workbook pages require that students print upper- and lowercase letters to complete the activities. TE: OV-18, OV-20, 42	TE: 211, 223, 235, 247, 259, 273
B. Use common, proper, and possessive nouns.	SE: 30–44, 47–48, 51, 53, 56–57, 61–68, 75–79, 86 TE: OV-18, OV-20	SE: 208, 220, 232, 244, 256, 270
C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	SE: 52, 61–68, 75–79, 86, 91, 131–132, 136, 141, 153, 158, 176	SE: 208, 220, 232, 244, 256, 266–267, 270
D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	SE: 90–97, 99–104, 122, 124	SE: 202–211
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).	SE: 69, 71–74, 80–83, 87–88	SE: 202–211
F. Use frequently occurring adjectives.	SE: 98, 100, 104–112, 116, 118–120, 123–124 TE: OV-18–OV-20	

G. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	SE: 22–23, 28	
H. Use determiners (e.g., articles, demonstratives).	SE: 113–115, 121	SE: 208, 220, 232, 244, 256, 270
I. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	SE: 24–25	
J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	SE: 8, 13–14, 16, 19, 21, 34, 38, 50, 62, 68, 70, 79, 91, 108, 111, 131–132, 136, 141, 153, 158, 176 TE: OV-20, 3	SE: 208, 220, 232, 244, 256, 270
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: 2–21, 27–28, 34, 38, 49–50, 62, 68, 70, 79, 91, 108, 111, 126–148, 153, 158, 176	SE: 208–211, 220–23, 232–235, 244–247, 256–259, 270–273
A. Capitalize dates and names of people.	SE: 31–34, 41–46	SE: 214–223
B. Use end punctuation for sentences.	SE: 5–21, 34, 38, 50, 62, 68, 70, 79, 91, 108, 111, 131–132, 136, 141, 153, 158, 176 TE: OV-21	SE: 208–211, 220–23, 232–235, 244–247
C. Use commas in dates and to separate single words in a series.	SE: 45–46, 54–55, 58 TE: OV-21	SE: 215
D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		SE: 210, 222, 234, 246, 258, 272

E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		SE: 208, 210, 220, 232, 234, 244, 246, 256, 258, 270, 272
Knowledge of Language	Part 1: Grammar	Part 2: Writing
L.1.3. (Begins in grade 2)	(Begins in grade 2)	(Begins in grade 2)
Vocabulary Acquisition and Use	Part 1: Grammar	Part 2: Writing
L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	SE: 69, 70, 112, 123, 163–171, 181	
A. Use sentence-level context as a clue to the meaning of a word or phrase.	SE: 163–165	
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.	SE: 166–171, 181	
C. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	SE: 69–70, 112, 123	
L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	SE: 84–85, 106–111, 116–117, 150–159, 160–162, 172–182 TE: OV-19	SE: 239–240
A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	SE: 106–111, 160	TE: 266
B. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	SE: 160–162 TE: OV-19	SE: 239

C. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	SE: 106–111 TE: OV-19, 55	SE: 239–240
D. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	SE: 84–85, 88, 116–117 TE: 153	
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., <i>because</i>).	SE: 22–23 TE: 3	

Progress Indicators for Reading Literature

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Key Ideas and Details	Part 1: Grammar	Part 2: Writing
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.		SE: 248–259
Craft and Structure	Part 1: Grammar	Part 2: Writing
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	SE: 109–111	

Reading—Informational

Craft and Structure	Part 1: Grammar	Part 2: Writing
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.	SE: 191–193	
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	SE: 192–193	

Reading—Foundational Skills

Print Concepts	Part 1: Grammar	Part 2: Writing
RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.	SE: 2–6, 8–9, 12, 14, 16, 19, 21–23, 28, 30–44, 47–48, 51–53, 56–57, 61–68, 75–79, 86, 90–97, 99–124	TE: 211, 223, 235, 247, 259, 273
A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	SE: 2–21, 27–28, 34, 38, 49–50, 62, 68, 70, 79, 91, 108, 111, 126–148, 153, 158, 176	SE: 208–211, 220–23, 232–235, 244–247, 256–259, 270–273