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

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Grade 1– Unit 3: Reading Literature and Opinion Writing

Rationale

In this third unit, students will continue to develop the prerequisite skills from the previous units. Students will learn distinguishing features then explain the differences between books that tell stories (literature) and books that give information (informational text), while also exploring poetry. In addition, students will ask and answer questions about key details and identify the main topic of texts and the reasons an author gives to support points in a text. Using literature, they will identify and explain how words contribute to feelings, identify who is telling the story at various parts and compare/contrast characters' experiences and adventures in stories. In vocabulary, students will make connections between words and their real-life use. They will use sentence-level context to determine the meaning of unknown words. This unit introduces opinion writing, where students will introduce a topic, state their opinion including reasons, and provide a closure. Peer suggestions or questions will encourage students to add detail to their writing. Students will use digital tools, with guidance and support from adults, to produce and publish writing.

Grade 1 – Unit 3, Module A

Standard	Student Learning Objectives We are learning to… / We are learning that…
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	▪ stories and poems use words that describe feelings ▪ stories and poems use words to describe what we can see, hear, smell, taste, or feel ▪ identify words and phrases that describe feelings ▪ identify words and phrases that describe what we can see, hear, smell, taste, or feel
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.	▪ there are various text features in text ▪ identify various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons)
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.	▪ the final -e and specific common vowel team conventions represent long vowel sounds
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.	▪ distinguish long and short vowels when reading regularly spelled one-syllable words

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Standard	Student Learning Objectives We are learning to… / We are learning that…
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.	- opinion pieces name a topic and state an opinion and provide a reason for that opinion - introduce a topic or name a book we are writing about - state an opinion about a topic - supply a reason for the opinion - provide a sense of closure

Grade 1 – Unit 3, Module B

Standard	Student Learning Objectives We are learning to… / We are learning that…
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.	- with guidance and support from adults and through collaboration with peers, digital tools can help us produce and publish writing - use a variety of digital tools to produce and publish writing, with guidance and support - collaborate with peers to produce and publish writing
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.	use common, proper and possessive nouns
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).	use frequently occurring prepositions
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.	produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

Standard	Student Learning Objectives We are learning to… / We are learning that…
D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
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.	▪ spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
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.	▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 1 reading and content, choosing from various strategies ▪ use context clues to determine the meaning of a word or phrase
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.	▪ use affixes and inflection as a clue to the meaning of a word