

# MP1-First Marking Period

Content Area: **Language Arts**  
Course(s): **Lang. Arts 1**  
Time Period: **Marking Period 1**  
Length: **MP1**  
Status: **Published**

## Essential Questions

---

- What makes a school feel like a community? (Text Set: Learning and Working Together: School).
- What makes these stories fun to read together? (Text Set: Having Fun with Language)
- What Does it Mean to be a good (Text Set: The Importance of Friendship)
- What is important about being family (Text Set: Taking Care of Each other: Family)
- How does an author or illustrator make decisions to interest readers? (Text Set: Kevin Henkes: Exploring Characters).

## Big Ideas

---

### Core Concepts:

- Learning and Working Together: School
- Having Fun with Language
- The Importance of Friendship
- Taking Care of Each other: Family
- Kevin Henkes: Exploring Characters

### Mini Lessons:

- MGT U1 - Working Together in the Classroom
- MGT U2 - Using the Classroom Library for Independent Reading
- MGT U3 - Engaging in Classroom Literacy Work
- LA U1 - Thinking and Talking About Books
- WAR U1 - Introducing a Reader's Notebook
- LA U2 - Studying Authors and Illustrators

### Core Writing: Launching Writer's Workshop, Writing for Readers, Narrative

- Labels
- Captions
- Sentences
- Class Narrative Story: shared published piece

## **Core Reading/Anchor Texts:**

### Learning and Working Together: School

- First Day Jitters, Elizabeth's School, David's Drawings, A Fine, Fine School, Jamaica's Blue Marker, Having Fun With Language: Rhyming Text
- Mrs. McNosh Hangs Up Her Wash, Sitting Down to Eat, The Day the Goose Got Loose, The Giant Jam Sandwich, One of Each, The Importance of Friendship
- The Magic Rabbit, Chester's Way, Wallace's Lists, Leon and Bob, Mr. George Baker

### Taking Care of Each other: Family

- A Birthday Basket for Tia, Max and the Tag Along Moon, When I am Old With You, Papa and Me, The Relatives Came

### Kevin Henkes: Exploring Characters

- Chrysanthemum, Julius: The Baby of the World, Lily's Big Day, Shelia Rae, The Brave

### Using Numbers: Books With Counting:

- Over on A Mountain: Somewhere in The World, Moja Means One: Swahili Counting Book, Handa's Hen, One Leaf Rides the Wind, Jake's 100th Day of School

---

## **Technology Integration**

8.2.2.ED.1: Communicate the function of a product or device

Students will be introduced to the app RAZ Kids.

## **Cross-Curricular Integration**

---

### **Integration Area: Social Studies**

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

Activity:

Students will make a poster to demonstrate the rules at school and our communities

## **Enduring Understandings**

---

### **Anchor Standards**

**NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific text when writing or speaking to support conclusions drawn from the text.**

**NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

**NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

**NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

**NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

**NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.**

### **Literature**

RL.1.1[M] Ask and answer questions about key details in a text.

RL.1.2[M] Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major event(s) in a story, using key details.

RL.1.4[M] Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5[M] Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6[M] Identify who is telling the story at various points in a text.

RL.1.7[M] Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.9[M] Compare and contrast the adventures and experiences of characters in stories.

### **Informational Skills**

RI.1.1[M] Ask and answer questions about key details in a text.

## **Foundational Skills**

RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.

RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Phonological Awareness

RF.1.2[M]. 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.

RF.1.2.A. Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2.D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3[M]. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.3.A[M]. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

RF.1.3.B[M]. Decode regularly spelled one-syllable words.

RF.1.3.C[M]. Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3.D. Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.1.3.E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

RF.1.4[M]. Read with sufficient accuracy and fluency to support comprehension.

RF.1.4.A[M]. Read grade-level text with purpose and understanding.

RF.1.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

RF.1.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

## **Language**

L.1.1[M]. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1.A[M]. Print all upper- and lowercase letters.

L.1.1.B. Use common, proper, and possessive nouns.

L.1.1.C[M]. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1.D[M]. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.1.E[M]. 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).

L.1.1.F[M]. Use frequently occurring adjectives.

L.1.1.G[M]. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1.H[M]. Use determiners (e.g., articles, demonstratives).

L.1.1.I[M]. Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.1.J[M]. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2[M]. Demonstrate command of the conventions of standard English capitalization, punctuation, and

spelling when writing.

L.1.2.A. Capitalize dates and names of people.

L.1.2.B. Use end punctuation for sentences.

L.1.2.C. Use commas in dates and to separate single words in a series.

L.1.2.D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.E[M]. 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.

L.1.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4.B[M]. 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.

L.1.4.C[M]. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). New Jersey Student Learning Standards for English Language Arts

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.5.A[M]. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.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).

L.1.5.C[M]. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.5.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.

L.1.6[M]. 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).

## **Speaking and Listening**

SL.1.1[M] Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.a[M] 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).

SL.1.1.b [M] Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1.c[M] Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2[M] Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3[M] Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4[M] Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6[M] Produce complete sentences when appropriate to task and situation.

## **Writing**

W.1.3[M] 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.

W.1.6 [M] With guidance and support from adults, use a variety of digital tools to produce and publish

writing, including in collaboration with peers.

## **Resources**

---

### **Fountas and Pinnell Classroom**

- Guided Reading Grade 1
- Interactive Read Along Grade 1
- Reading Mini-Lessons Grade 1
- Word Study Grade 1