

2-Second Marking Period

Content Area: **Language Arts**
Course(s): **Lang. Arts 1**
Time Period: **Marking Period 2**
Length: **MP2**
Status: **Published**

Essential Questions

- Why are numbers and counting important? (Text Set: Using Numbers: Books with Counting)
- What is the writer's reason for writing? (Text Set: Exploring Fiction and Nonfiction)
- How Does an author or illustrator make decisions to interest readers? (Text Set: Mo Willems: Having Fun with Humor)
- What makes a community? (Text Set: Living and Working Together: Community)
- Why is it important to be kind to others? (Text Set: The Importance of Kindness)
- What is the writer's reason for writing? (Text Set: Exploring Nonfiction)
- How do writers of nonfiction books make information books make information fun and interesting to read about? (Text Set: Nonfiction: Questions and Answers)
- What makes these books funny? (Text Set: Humorous Stories)

Big Ideas

Core Concepts:

- Using Numbers: Books with Counting
- Exploring Fiction and Nonfiction
- Mo Willems: Having Fun with Humor
- Living and Working Together: Community
- The Importance of Kindness
- Exploring Nonfiction
- Nonfiction: Questions and Answers
- Humorous Stories

Mini Lessons:

- LA U19 - Understanding Characters and Their Feelings
- WAR U3 (RML1-3)- Writing About Fiction Books in a Reader's Notebook
- LA U4- Getting Started with Book Clubs
- SAS U1-Monitoring, Searching, and Self-Correcting
- LA U5- Studying Fiction and Nonfiction
- LA U2 (RML 1) - Studying Authors and Illustrators
- SAS U2- Solving Words
- LA U20- Knowing Characters Inside and Out
- LA U18- Understanding Simple Plot: Problem and Solution
- WAR U2: Using a Reader's Notebook
- MGT U3 (RML 5-10) Engaging in Classroom Literacy Work

- SAS U3 Maintaining Fluency

Core Writing:

Personal Narrative

Core Reading/Anchor Texts:

Using Numbers: Books with Counting

- Over on a Mountain: Somewhere in the Wild, Moja Means One: Swahilli Counting Book, Handa's Hen, One Leaf Rides the Wind, Jake's 100th Day of School

Exploring Fiction and Nonfiction

- Too Many Pears, Milk: From Cow to Carton, Ice Bear: In the Steps of a Polar Bear, On the Go, Going Places

Mo Willems: Having Fun with Humor

- Knuffle Bunny: A Cautionary Tale, Knuffle Bunny Too: A Case of Mistaken Identity, Don't let the Pigeon Drive the Bus!, Elephants Cannot Dance, I Am Invited to a Party!

Living and Working Together: Community

- Be My Neighbor, A Bus Called Heaven, Blackout, The Night Worker, Mama Panya's Pancakes: A Village from Kenya

The Importance of Kindness

- Jamaica Tag Along, Wilfred Gordon McDonald Partridge, Mice and Beans, Now One Foot, Now The Other, Pet Show!

Exploring Nonfiction

- Tools, Water: Up, Down, and All Around, What If You Had Animal Teeth!?, Surprising Sharks, What Do You Do When Something Wants to Eat You?

Nonfiction: Questions and Answers

- Animals Black and White, Best Foot Forward, Exploring Feet, Flippers, and Claws, A Cool Summer Tail, What Do You Do With a Tail Like This?

Humorous Stories

- Imogene's Antlers, That's Good! That's Bad!, The Old Man & His Door, Dooby Dooby Moo, Animals Should Definitely Not Wear Clothing.

Technology Integration

8.1.2.AP.4: Break down a task into a sequence of tasks.

Activity: Students will write a class How To Story for logging on to a device.

Cross-Curricular Integration

Integration Area: Science

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Activity:

Students will illustrate animal feet and write how the feet of the animal help the animals survive

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.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.1.5[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.1.10[M] With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.

Informational Text

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

RI.1.2[M] Identify the main topic and retell key details of a text.

RI.1.3[M] Describe the connection between two individuals, events, ideas, or pieces of information in a text.

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.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.6 [M] Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.7[M] Use the illustrations and details in a text to describe its key ideas.

RI.1.8[M] Identify the reasons an author gives to support points in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)

RI.1.10 With prompting and support, read informational texts at grade level text complexity or above.

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.1.2 [M] Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5[M] 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 as and ideas as needed.

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.

Resources

Fountas and Pinnell Classroom

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