

# 4-Fourth Marking Period

Content Area: **Language Arts**  
Course(s): **Lang. Arts 1**  
Time Period: **Marking Period 4**  
Length: **MP4**  
Status: **Published**

## Essential Questions

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- What choices does the writer make when writing? (Text Set: Poetic Language)
- Why is it important to learn about planting and growing? (Text Set: Understanding the Natural World: Planting and Growing)
- Why is it important to use your imagination? (Text Set: Using Your Imagination)
- Why is it important to stand up for yourself? (Text Set: Standing Up For Yourself)
- Why is it important to learn about oceans? (Text Set: Understanding the Natural World: Oceans)
- How does an author or illustrator make decisions to interest readers? (Text Set: Vera B. Williams: Celebrating Family and Community)

## Big Ideas

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Core Concepts:

- Poetic Language
- Understanding the Natural World: Planting and Growing
- Using Your Imagination
- Standing Up For Yourself
- Understanding the Natural World: Oceans
- Vera B. Williams: Celebrating Family and Community

## Mini Lessons:

- LA U16- Studying Folktales
- LA U2 (RML 2) Studying Authors and Illustrators
- LA U17 Thinking About Where Stories Take Place
- LA U10 - Noticing Text Resources
- LA U23 - Looking Closely at Illustrations
- LA U8 - Analyzing Writer's Craft
- LA U12 - Noticing How Author's Organize Nonfiction
- LA U13 - Learning Information From Illustrations/Graphics
- LA U14 - Using the Text Features to Gain Information
- LA U15 - Understanding Realistic Fiction vs Fantasy
- LA U21 - Understanding that Characters can Change
- LA U2 (RML 1-2) Studying Authors and Illustrators

## **Core Writing: Opinion**

- Opinion Sentences
- Opinion paragraph process piece - Book Review

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

### Poetic Language

- Puddles, Mud, All The Colors of the Earth, Subway Ride, Caribbean Dream

### Understanding the Natural World: Planting and Growing

- The Dandelion Seed, This Year's Garden, Plant Packages: A Book About Seeds, From Seed to Plant

### Using Your Imagination

- Emma Kate, Can I Bring Wooly to the Library, Ms. Reeder? Tiger in My Soup, The Gruffalo

### Standing Up For Yourself

- Bootsie Barker Bites, Daisy Comes Home, Stand Tall Molly Lou Melon, King of the Playground, Amazing Grace

### Understanding the Natural World: Oceans

- Hello Ocean, On Kiki's Reef, Sea Turtles, Dolphin Baby!, Rainbow Fish to the Rescue!

### Vera B. Williams: Celebrating Family and Community

- A Chair for my Mother, Something Special for Me, Music, Music, For Everyone, Cherries and Cherry Pits

## **Technology Integration**

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8.1.2.DA.3: Identify and describe patterns in data visualizations.

Activity: Students will be introduced to the Opinion Writing Rubric on Google Slides.

## **Cross-Curricular Integration**

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### **Integrated 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 create a poster explaining the plant life cycle.

## **Diversity**

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Objective: Students will be able to learn about and connect to the Asian American and Pacific Islander heritages by writing their name in Korean

Activity: Read aloud of My Name is Yoon

Students will then be given a worksheet with the Korean Alphabet. They will cut out the letters they need to make their name and they will form their name by glueing the letters to a piece of construction paper.

## **Enduring Understandings**

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### **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.R6.** Assess how point of view or purpose shape the content and style 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.R8.** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**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 literacy and informational texts independently and proficiently with scaffolding as needed.**

**Literature**

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

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

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

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

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.1.4 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 and explain the application of this information with prompting as needed.

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

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. 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).

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.1.1 [M] Write opinion pieces in which they introduce the topic or name the book they are writing about, state and opinion, supply a reason for the opinion, 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[M] With guidance and support from adults, use a variety of digital tools to produce

## **Resources**

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### **Fountas and Pinnell Classroom**

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