Unit 1

Content Area: **Language Arts**
Course(s): **E/LA 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 Eachother: 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

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

CSDT Technology Integration

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

Students will be introduced to the app RAZ Kids.

Diversity Integration

Disabilities

The Importance of Friendship

A Friend for Henry, Jenn Baily

LGBTQ

Taking Care of Each Other: Family

Love Makes a Family, Sophie Beer - Library Media selection only

Pink is for Boys, Robb Pearlmann - Library Media selection only

Enduring Understandings

Foundational Skills: Reading Language

Print Concepts:

L.RF.1.1 Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

"L.RF.1.2. 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."

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

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

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

Phonics and Word Recognition

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

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

L.RF.1.3.B.Decode regularly spelled one-syllable words.

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

L.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.

L.RF.1.3.F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).

L.RF.1.3.G.Recognize the parts of high-frequency words that are regular and the parts that are irregular.

Knowledge of Language

L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.

L.VL.1.2.A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.

L.VL.1.2.B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.VI.1.3.A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.VI.1.3.B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.1.1. Demonstrate command of the conventions of writing.

L.WF.1.1.A. Write the upper and lowercase alphabets from memory.

L.WF.1.1.B.Write a common grapheme (letter or letter group) for each phoneme.

L.WF.1.1.C. Orally segment the phonemes in any single syllable, spoken word.

L.WF.1.1.D. Recognize that each syllable is organized around a vowel sound.

Spelling

L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words with:

L.WF.1.2.A. Short vowels and single consonants.

L.WF.1.2.B. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (of, will, mess).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.1.3. Demonstrate command and use of the conventions of writing, including those listed under Kindergarten foundational skills. MP1

L.WF.1.3.A. Write sentences with increasing complexity.

L.WF.1.3.B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.

L.WF.1.3.C. Capitalize days of the week, month and names of people, and proper names.

L.WF.1.3.D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

L.WF.1.3.F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.

Writing Domain

W.NW.1.3. With prompts and support, Write narratives of several complete sentences based on real or imagined experiences or events.

W.NW.1.3.A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.

W.NW.1.3.B. Provide dialogue and/or description and details of experiences, events, or characters.

W.NW.1.3.C. Use transitional words to manage the sequence of events.

W.NW.1.3.D. Provide a reaction to the experiences or events.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in

small and larger groups. (Students may discuss possible solutions to local and global problems caused by severe weather with peers and adults.)"

SL.PE.1.1.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).

SL.PE.1.1.B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.PE.1.1.C. Ask questions to clear up any confusion about the topics and texts under discussion.

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

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

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

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

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Reading Domain

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where,

when, why, how).

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

"RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information

recognizing organization and features of literary texts (e.g., follows a storyline, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types."

RL.PP.1.5. Identify who is telling the story at various points in a text.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations,

descriptions, or procedures).

RI.IT.1.3. Describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text."

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters [in stories], experiences, illustrations, descriptions, or procedures)"

Fluency

L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.1.4.A.Read grade-level text with purpose and understanding.

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

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

Resources

Fountas and Pinnell Classroom

- Guided Reading Grade 1
- Interactive Read Along Grade 1

- Reading Mini-Lessons Grade 1
- Word Study Grade 1