Unit 2

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

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

CSDT 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.

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.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.

L.VI.1.3.C. 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).

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).

L.WF.1.2.C. Initial and final consonant blends (must, slab, plump).

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. MP1

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

L.WF.1.3.J. Use capitals for the first word in a sentence and proper names.

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.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

W.WP.1.4.A. With prompts and support, identify audience and purpose before writing.

W.WP.1.4.B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

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.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). {end new}

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

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.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on

a wide reading of a range of text types"

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

RI.MF.1.6. With prompting and support, use text features (e.g. diagrams, tables, animations) to describe key ideas. (In a science unit students my look at data that indicates the impacts humans have on land, water, air, and/or other living things in the local environment and describe the key ideas that are presented in the data.)"

RI.AA.1.7. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

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