Unit 3

Content Area: **Language Arts**
Course(s): **E/LA 1**
Time Period: **Marking Period 3**
Length: **MP3**
Status: **Published**

Essential Questions

- How does the Author or Illustrator make decisions to interest readers? (Text Set: Nicola Davies: Exploring the Animal World)
- What can you learn by traveling to new places? (Text Set: Journeys Near and Far)
- What can you learn from noticing and celebrating differences? (Text: Celebrating Diversity)
- Why are folktales important to people? (Text Set: Sharing Cultures: Folk Tales)
- What choices does the writer make when writing? (Text Set: Folktales: Exploring Different Versions)
- How does an author or illustrator make decisions to interest the readers? (Text Set: Bob Graham: Exploring Everyday Life).

Big Ideas

Core Concepts:

- Nicola Davies: Exploring the Animal World
- Journeys Near and Far
- Celebrating Diversity
- Sharing Cultures: Folk Tales
- Folktales: Exploring Different Versions
- Bob Graham: Exploring Everyday Life

Mini Lessons:

- LA U11 - Studying Nonfiction
- WAR U4 - Writing About Non Fiction Books
- LA U2 (RML 4) - Studying Authors and Illustrators
- LA U3 - Giving a Book Talk
- WAR U5 -Writing Opinions About Books
- LA U22 - Analyzing the Way Writer’s Play with Language
- LA U9 - Looking Closely at Print
- LA U7 - Thinking of the Author’s Purpose
- LA U6 - Thinking about the Author's Message

Core Writing:

Informative - How To and All About

- Sentences that Inform
- Instructions
- Research
- Report process piece: shared research

Core Reading/Anchor Texts:

Nicola Davies: Exploring the Animal World

- Just Ducks!, Bat Loves the Night, One Tiny Turtle, Big Blue Whale

Journeys Near and Far

- Bailey Goes Camping, Down the Road, Isla Sequel to Abuela, Dear Juno, When This World Was New

Celebrating Diversity

- Two Eggs, Please, Whoever You Are, To Be a Kid, My Name is Yoon, The Name Jar

Sharing Cultures: Folk Tales

- Mrs. Chicken and the Hungry Crocodile, The Tale of Rabbit and Coyote, The Princess and the Pea, Once a Mouse

Folktales: Exploring Different Versions

- The Gingerbread Man, The Gingerbread Boy, The Little Red Hen, The Little Red Hen: An Old Fable, The Three Snow Bears, Goldilocks and the Three Bears

Bob Graham: Exploring Everyday Life

- The Silver Button, How to Heal a Broken Wing, “Let’s Get a Pup” Said Kate, April and Esme

Tooth Fairies

CRLLKS- 21st Century

NJSL Standard/s:

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Activity: Teacher will read the story :”A Bus Called Heaven.” While reading the teacher will ask questions

about how the community donated goods to help their community. After reading, the class will draw pictures of a way they could give back to their community.

Cross-Curricular Integration

Integration Area: Social Studies

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Activity:

Students will make a Flipgrid with a partner describing what they have learned about culture from the book My Name is Yoon.

CSDT Technology Integration

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network

Activity: Students will research an animal on Pebble Go.

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 wn writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determkine 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.1.1[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.1.7 [M] Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.6[M] Identify who is telling the story at various points in a text.
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.1.7[M] Use the illustrations and details in a text to describe its key ideas.
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][M] Produce complete sentences when appropriate to task and situation.

Writing

RI.1.8[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[M] With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7 [M] Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.1.8 [M] With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Climate Change

Career Readiness

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business

- Activity: CR.2: Teacher will read the story :"A Bus Called Heaven." While reading the teacher will ask questions about how the community donated goods to help their community. After reading, the class will draw pictures of a way they could give back to their community.

Resources

Fountas and Pinnell Classroom

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