Unit 4

Content Area: **Language Arts**
Course(s): **E/LA 1**
Time Period: **Marking Period 4**
Length: **MP4**
Status: **Published**

Essential Questions

- 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

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

Cross-Curricular Integration

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

American Asian Pacific Islander

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.

CSDT Technology Integration

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.

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.A.Distinguish long from short vowel sounds in spoken single-syllable words.

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.

LR.RF.1.3.C. Know final -e and common vowel team conventions for representing long vowel sounds.

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.

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).

L.VI.1.3.D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.VI.1.3.E. 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 meaning.

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.

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

L.WF.1.3.G. Write statements in response to questions, and questions transformed from statements, using conventional word order.

L.WF.1.3.H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

L.WF.1.3.I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

Writing Domain

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

W.AW.1.1.A. Introduce an opinion

W.AW.1.1.B. Support the opinion with facts or other information and examples related to the topic

W.AW.1.1.C. Provide a conclusion.

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