Unit 4- Personal Narrative

Content Area: **Language Arts**
Course(s): **E/LA 1**
Time Period: **Marking Period 2**
Length: **MP 2**
Status: **Published**

Essential Questions

- What is a personal narrative?
- What are the parts that are needed to make a good story?
- What is a temporal word?
- What are the steps in the publication process?
- When should you use an exclamation point?

Big Ideas

- Explore personal narrative by telling and writing stories about their own lives
- Learn that a good story has a beginning, middle and end
- Engage in the writing process by selecting one of his/her stories, adding to it, proofreading it and publishing it
- Explore temporal words
- Learn to use exclamation points
- Write stories with a beginning, middle, and end
- Informally revise to tell more
- Publish a story

Spelling and Handwritting

Spelling:

CVCe Words- Mage E- a_e, o_e, i_e, e_e, u_e

Standards- L.RF.1.2.A, L.RF.1.3.B, L.RF.1.3.C, L.RF.1.3.D

Handwriting:

The Fundations program is used as the foundation for letter development in print beginning in Kindergarten and continuing through First Grade. Fundations build foundational letter formation skills, presented through the reading, writing, and language standards. Students are actively engaged in learning through the use of multisensory techniques, with sounds, their

representative letters, and words with spelling options. Multiple opportunities for handwriting practice and application is provided to build mastery during Daily 5 rotations.

- GUIDED PRACTICE: Through the Fundations level one program, first grade students will continue the developmental progression of print through multisensory activities for letter formation and sound-symbol knowledge. In first grade, all students participate for the first 6 weeks, then BSIP students continue for the remainder of the year.
    - Unit 4 Goals- Letter formation for e, r, p and j.
        - Letter-Key Sound
            - Teach the letter-sound association for e, r, p and j letters. They will also focus on n and m.Introduce each with sound cards. Say letter-keyword-sound and have students repeat.
        - Sky Write/Letter Formation
            - Teach letter formation for the letters e, r, p and j. Have students stand and demonstrate sky writing each letter. Complete together several times.
        - Echo/Letter Formation
            - Reinforce the correct pencil grip. Say the sound and hold up Echo the owl. Students repeat. Students will write on their dry erase writing tablets as you direct them with the letter formation verbalization.
        - Student Notebook
            - Direct students to find the letters e, r, p and j in their student notebooks. Direct them to point to one letter at a time. Say the sound and color the corresponding picture.

Enduring Understandings

Language Domain-

- 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).

- 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.
    - B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- L.RF.1.3- Know and apple grade-level phonics and word analysis skills in decoding words.
    - F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
    - G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- L.RF.1.4- Read with sufficient accuracy and fluency to support comprehension.
    - A. Read grade-level text with purpose and understanding
    - B. Read grade-level text orally with accuracy, appropriate rate, and expression
    - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
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        - L.WF.1.2– Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
            - A. Short vowels and single consonants.
            - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
            - C. Initial and final consonant blends (must, slab, plump).
        - L.WF.1.3- Demonstrate command and use of the convention of writing
            - B. Supply the “who”, “is doing, “what”, in a subject-verb-object sentence frame.
            - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
            - D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations
            - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
            - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
        - L.KL.1.1-With prompting and support, develop knowledge of language and its

conventions when writing, speaking, reading, or listening.

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

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.MF.1.6- With prompting and support, use illustrations and details in a story to describe its characters, setting.
- 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).

Writing Domain-

- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
    - A. Introduce an opinion.
    - B. Support the opinion with facts or other information and examples related to the topic.
- W.NW.1.3-With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
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    - A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
    - B. Provide dialogue and/or description and details of experiences, events, or characters.
    - C. Use transitional words to manage the sequence of events.
    - W.WP.1.4- With prompts, guidance and support develop and strengthen writing as needed by planning, revising and editing.

    - 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.
    - B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 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.AS.1.6- Produce complete sentences when appropriate to task and situation.

Resources

Teacher's Manual

Student Journals

Chart paper/Markers

Mentor Texts-

- The Snowy Day by Ezra Jack Keats
- Chrysanthemum by Kevin Henkes
- My Tree by Hope Lim & Illustrated by Il Sung Na
- The Blue House by Phoebe Wall

Writing PieceRubric