

# English Language Arts

## Grade 1



## Curriculum

Lower Township Elementary Schools  
2015

<b>Content Area:</b>	<b>ELA</b>	<b>Grade(s)</b>	<b>1</b>
<b>Unit Plan Title:</b>	<b>Unit 1: Around the Neighborhood</b>		
<b>Anchor Standard (ELA)</b>			
<b>READING</b>			
<b>Key Ideas and Details</b>			
<ul style="list-style-type: none"> <li>- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul>			
<b>Craft and Structure</b>			
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>- Assess how point of view or purposes shapes the content and style of a text.</li> </ul>			
<b>Integration of Knowledge and Ideas</b>			
<ul style="list-style-type: none"> <li>- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>- 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.</li> <li>- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul>			
<b>Range of Reading and Level of Text Complexity</b>			
<ul style="list-style-type: none"> <li>- Read and comprehend complex literary and informational texts independently and proficiently.</li> </ul>			
<b>SPEAKING AND LISTENING</b>			
<b>Comprehension and Collaboration</b>			
<ul style="list-style-type: none"> <li>- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ul>			
<b>Presentation of Knowledge and Ideas</b>			

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

## **LANGUAGE**

### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

## **Overview/Rationale**

In this Unit, students will identify sequence of events, and the main idea of texts. Students will also practice the skills of understanding characters, identifying text and graphic features and analyzing story structure. They will infer/predict, analyze, evaluate, clarify, monitor, question and summarize details. Students will also distinguish between different types of nouns and adjectives.

## Standard(s)

- **RL 1.1** Ask and answer questions about key details in a text.
- **RL 1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL 1.3** Describe characters, settings, and major events in a story, using key details.
- **RL 1.4** Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.
- **RL 1.5** 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 1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- **RF 1.1a** Recognize the distinguishing features of a sentence.
- **RF 1.2b** Orally produce single syllable words by blending sounds, including consonant blends.
- **RF 1.2c** Isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words.
- **RF 1.2d** Segment spoken single syllable words into their complete sequence of individual sounds.
- **RF.1. 3b** Decode regularly spelled one syllable words.
- **RF.1.3g** Recognize and read grade level appropriate irregularly spelled words.
- **RI 1.4a** Read on-level text with purpose and understanding.
- **RF1.4b** Read online text orally with accuracy, appropriate rate, and expression on successive readings.
- **RF1.4c** Use context to confirm or self-correct word recognition and understanding
- **RI 1.1** Ask and answer questions about key details in a text.
- **RI 1.2** Identify the main topic and retell key details of a text.
- **RI 1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI 1.4** Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.
- **RI 1.5** Know and use various text features.
- **RI 1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI 1.7** Use the illustrations and details in a text to describe its key details.
- **RI 1.10** With prompting and support, read informational texts appropriately complex for Grade 1.
- **SL.1.1a** Follow agreed upon rules for discussion.
- **SL.1.1c** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- **SL.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.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **SL.1.6** Produce complete sentences when appropriate to task and situation.
- **L.1.1a** Print all upper and lowercase letters.
- **L.1.1b** Use common, proper, and possessive nouns.
- **L.1.1d** Use personal, possessive and indefinite pronouns.
- **L.1.1f** Use frequently occurring adjectives.
- **L.1.2a** Capitalize dates and names of people.
- **L.1.2b** Use end punctuation for sentences.
- **L.1.2d** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- **L.1.5b** Define words by category and by one or more key attributes.
- **L.1.5c** Identify real life connections between words and their use.
- **L.1.6** 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.

Technology Standard(s)

- **8.1.P.A.5** Demonstrate the ability to access and use resources on a computing device.
- **8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **8.1.P.C.1** Collaborate with peers by participating in interactive digital games or activities.
- **8.1.P.E.1** Use the internet to explore or investigate questions with a teacher's support.

**Essential Question(s)**

- What is important about being a friend?
- What clues tell you how a character feels?
- Why is the order of story events important?
- What information do words and pictures give?
- How does the setting make a story interesting?

**Enduring Understandings**

- Everyone can be a good neighbor

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

**Student Learning Targets/Objectives**

- Listen for accuracy, including automatic and successful word recognition in oral reading.
- Listen attentively to understand a story and ask relevant questions.

- Use syntax/context to aid in determining meaning of oral vocabulary words.
- Learn and use weekly high frequency words.
- Learn the sound/spelling for short a and consonants d and n.
- Blend sounds and read words with short a, and consonants d and n.
- Practice reading fluently, looking ahead as you read words carefully.
- Introduce and identify nouns that name people, animals, places and things.
- Identify and restate the main idea.
- Learn the sound/spellings for consonants p and f and blend these sounds.
- Identify the topic and main idea in informational text.
- Retell the main idea.
- Use context to classify and categorize action words.
- Learn the sound/spelling for short i and consonants r, h, and z, b, d and blend these sounds.
- Describe and analyze characters.
- Make inferences about characters' feelings, relationships, speech, and actions.
- Use context clues to find the meaning of unfamiliar words.
- Learn the sound/spelling for short o, and consonants l, x, inflection-s and blend these sounds.
- Introduce and identify words that show action.
- Identify sequence of events.
- Retell story events in order.
- Use context to understand the meanings of multiple-meaning words.
- Learn the sound/spelling for short e, and consonants y, w, k, v and j and blend these sounds.
- Introduce and describe adjectives for size and shape, color and number.
- Identify text and graphic features.
- Use text features to locate information.
- Use the first letter of words to put words in alphabetical order.
- Learn the sound/spelling for short u, qu, and /z/s and blend the sounds.
- Identify characters, setting and plot.
- Identify and use antonyms.

### **Assessments**

#### **Type of Assignment**

Weekly Spelling Tests  
 Weekly Comprehension Tests  
 Weekly Vocabulary Tests  
 Weekly Phonics Tests  
 Discussion

#### **Standard assessed**

RF.1.2, RF.1.3, L.2  
 RI.1.1-1.9  
 L.1.4, L.1.5, L.1.6  
 L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.E, L.1.1.G  
 SL.1.1- SL.1.6

Running Records/Benchmarks		RF.1.3, RF.1.4	
<i>Teaching and Learning Actions</i>			
<i>Instructional Strategies/Differentiation</i>	<u><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Individual/Small Group/Whole Class Instruction</li> <li>- Leveled Readers</li> <li>- Think Aloud</li> <li>- Peer Tutoring</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Modeling</li> <li>- Conferencing</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> </ul>		
<i>Activities: 90 minutes to include Shared Reading, Guided Reading and Centers</i>	<ul style="list-style-type: none"> <li>- Read Aloud</li> <li>- Guided Reading</li> <li>- Strategy Groups</li> <li>- Word Wall</li> <li>- Formative Assessments</li> <li>- Graphic Organizers</li> <li>- Interactive Writing</li> <li>- Teacher Modeling</li> <li>- Turn and Talk</li> <li>- Meaningful Read Life Connections</li> <li>- Smartboard/Technology</li> <li>- Slates (Dry Erase Boards)</li> <li>- Questioning Techniques</li> <li>- Teacher Modeling</li> <li>- Active Participation</li> <li>- Close Reading</li> </ul>		
<b>Resources</b>			
<ul style="list-style-type: none"> <li>• What is a Pal?/Friends Forever</li> <li>• The Storm/Storms!</li> <li>• Curious George at School/School Long Ago</li> <li>• Lucia's Neighborhood/City Mouse and Country Mouse</li> <li>• Gus Takes the Train/City Zoo</li> </ul>			
<b>ThinkCentral Website</b>			
Suggested Time Frame:		8 Weeks	
<b>Content Area:</b>	<b>ELA Writing</b>	<b>Grade(s)</b>	<b>1</b>



**Unit Plan Title:****Unit 1: Small Moments: Writing with Focus, Detail and Dialogue (Narrative)****Anchor Standard (ELA)****Writing Standards**

Texts Types and Purposes:

CCSS.ELA-LITERACY.W.2.1CCSS.ELA-LITERACY.W.1.1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.1.4

(W.1.4 begins in grade 3)

CCSS.ELA-LITERACY.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.1.7

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).

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.1.9

(W.1.9 begins in grade 4)

Range of Writing:

CCSS.ELA-LITERACY.W.1.10

(W.1.10 begins in grade 3)

**Speaking and Listening:**

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A

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).

CCSS.ELA-LITERACY.SL.1.1.B

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

CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2

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

CCSS.ELA-LITERACY.SL.1.3

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

**Language Standards:**

CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.1.1.A

Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.C

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-LITERACY.L.1.1.D

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

CCSS.ELA-LITERACY.L.1.1.E

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).

CCSS.ELA-LITERACY.L.1.1.F

Use frequently occurring adjectives.

CCSS.ELA-LITERACY.L.1.1.G

Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

CCSS.ELA-LITERACY.L.1.1.H

Use determiners (e.g., articles, demonstratives).

CCSS.ELA-LITERACY.L.1.1.I

Use frequently occurring prepositions (e.g., *during, beyond, toward*).

CCSS.ELA-LITERACY.L.1.1.J

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCSS.ELA-LITERACY.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.1.2.A

Capitalize dates and names of people.

CCSS.ELA-LITERACY.L.1.2.B

Use end punctuation for sentences.

CCSS.ELA-LITERACY.L.1.2.C

Use commas in dates and to separate single words in a series.

CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-LITERACY.L.1.2.E

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Overview/Rationale**

Students are encouraged to write about small moments with detail, including showing a character’s small actions, dialogue, and internal thinking. Students will engage in a mini-author study to help them elaborate in ways to bring characters to life, and work towards becoming independent writers able to navigate the writing process.

**Standard(s)**

Session	Writing Standards	Reading Standards	Speaking &	Language
1	<b>W.1.3</b> , W1.8	RL.1.1	SL.1.1, SL.1.4,	L.1.1, L.1.2
2	<b>W.1.3</b> , W.1.5	RL.1.7, RFS.1.1,	SL.1.1, SL.1.4,	L.1.1, L.1.2
3	<b>W.1.3</b> , <b>W.2.3</b> ,	RL.1.7	SL.1.1, <b>SL.1.2</b> ,	L.1.1, L.1.2
4	W.1.3	<b>RFS.1.2.c,d</b> ,	SL.1.1	L.1.1, <b>L.1.2.d,e</b>
5	W.1.3, W.1.5	RL.1.1	SL.1.1, SL.1.2	L.1.1, L.1.2
6	<b>W.1.3</b> , <b>W.1.5</b>	RL.1.1	<b>SL.1.1</b> , <b>SL.1.2</b> ,	L.1.1, L.1.2
7	W.1.3, W.1.5	RFS.1.1, RFS.1.2,	SL.1.1	L.1.1, <b>L.1.2.d,e</b>
8	<b>W.1.3</b> , W.2.3	RL.1.1, RL.1.3	SL.1.1, SL.1.4,	L.1.1, L.1.2
9	<b>W.1.3</b> , W.1.5	RL.1.1	SL.1.1, SL.1.4,	L.1.1, L.1.2
10	<b>W.1.3</b> , <b>W.2.3</b> ,	RL.1.1, RL.1.3,	SL.1.1, SL.1.4	L.1.1, L.1.2,
11	<b>W.1.3</b> , <b>W.1.5</b>	RL.1.3	<b>SL.1.1</b> , <b>SL.1.4</b>	L.1.1, L.1.2
12	W.1.3	<b>RFS.1.2</b> , <b>RFS.1.3</b>	SL.1.1	L.1.1, <b>L.1.2.d,e</b>
13	W.1.3	RFS.1.4.a,b	SL.1.1	L.1.1.j, <b>L.1.2.b</b>
14	<b>W.1.3</b> , <b>W.1.7</b>	RL.1.1, RL.1.4	<b>SL.1.1</b> , <b>SL.1.2</b>	L.1.1, L.1.2, L.1.6
15	<b>W.1.3</b> , W.1.5	RL.1.1, RL.1.4	SL.1.1	L.1.1, L.1.2,
16	W.1.3, <b>W.1.5</b>	RL.1.1, RL.1.4,	SL.1.1, SL.1.6	L.1.1, L.1.2
17	<b>W.1.3</b>	RL.1.1, RL.1.4	SL.1.1	L.1.1, L.1.2
18	<b>W.1.3</b> , <b>W.1.5</b>	RFS.1.1, RFS.1.4	SL.1.1, SL.1.2,	L.1.1, L.1.2
19	<b>W.1.3</b> , W.1.5	RFS.1.2	SL.1.1	L.1.1, <b>L.1.2.b,d,e</b>
20	<b>W.1.3</b> , W.1.5, W.1.6	RFS.1.1, RFS.1.4.b	SL.1.1, SL1.5	L.1.1, L.1.2
21	<b>W.1.3</b>	RFS.1.4.b	<b>SL.1.1</b>	L.1.6

**Essential Question(s)**

- What do good writers do?
- How can we convey meaning in our stories?
- How can reading improve our writing?

### Enduring Understandings

- We can use mentor texts to improve writing
- Author's use craft to convey meaning
- Good narrative writers write with purpose on topics that matter
- Good narrative writers write to bring out meaning
- Writers orient readers by establishing clear setting and situation
- We can learn to write by reading

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

### Student Learning Targets/Objectives

- TSW use small moments to generate ideas for writing
- TSW write 3-4 booklets per week, using invented and approximated spelling
- TSW use different strategies to spell unfamiliar words
- TSW learn to generate and record cohesive, sequences narratives

- TSW touch and tell their stories, sketch and then write
- TSW engage in revision and editing using a checklist
- TSW use pictures to help tell their story
- TSW make their characters move and speak, and unfold action bit by bit
- TSW make their characters think and feel
- TSW add details to bring their stories to life
- TSW use words they know to spell new and more challenging words
- TSW study other author's craft and emulate these craft moves in their own writing

### Assessments

#### Summative

- On Demand #2
- Published Narrative Piece

#### Formative

- On Demand #1
- Conferences
- Active Engagement
- Goals

### Teaching and Learning Actions

#### *Instructional Strategies/Differentiation*

#### **Instructional Strategies**

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Writing Partnerships
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling - Teachers demonstrates, student uses models to problem solve
- Centers
- Goal Setting
- Make Predictions
- Writing Explanations
- Multistep
- Graphic Organizers

<p><i>Activities: 45 minutes to include Mini-Lesson, Writing Workshop, Conferencing and Share</i></p>	<ul style="list-style-type: none"> <li>- Skill Based Groups</li> <li>- Think Aloud</li> <li>- Mini-lessons</li> <li>- Portfolios</li> <li>- Shared Writing</li> <li>- Interactive Writing</li> <li>- Independent Writing</li> <li>- Writer’s Workshop</li> <li>- Conferencing</li> <li>- Graphic Organizers</li> </ul>
<p>Resources</p>	<p>Trade Books/Mentor Texts</p>
<p><b><u>Reference Material and/or Teacher Resources</u></b>  <i>Units of Study in Narrative, Information and Opinion Writing- Grade 1  Resource CD  Readingandwritingproject.org</i></p>	
<p>Suggested Time Frame:</p>	<p>8 weeks</p>



<b>Content Area:</b>	<b>ELA</b>	<b>Grade(s)</b>	<b>1</b>
<b>Unit Plan Title:</b>	<b>Unit 2: Sharing Time</b>		
<b>Anchor Standard (ELA)</b>			
<b>READING</b>			
<b>Key Ideas and Details</b>			
<ul style="list-style-type: none"> <li>- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul>			
<b>Craft and Structure</b>			
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>- Assess how point of view or purposes shapes the content and style of a text.</li> </ul>			
<b>Integration of Knowledge and Ideas</b>			
<ul style="list-style-type: none"> <li>- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>- 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.</li> <li>- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul>			
<b>Range of Reading and Level of Text Complexity</b>			
<ul style="list-style-type: none"> <li>- Read and comprehend complex literary and informational texts independently and proficiently.</li> </ul>			
<b>SPEAKING AND LISTENING</b>			
<b>Comprehension and Collaboration</b>			
<ul style="list-style-type: none"> <li>- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ul>			
<b>Presentation of Knowledge and Ideas</b>			

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

## **LANGUAGE**

### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

## **Overview/Rationale**

Students will read a variety of fiction, and informational texts. They will summarize, infer/predict, analyze/evaluate, question and visualize as they read. They will practice the target skills of understanding characters, details, sequence of events, text and graphic features, and story structure. Students will construct complete sentences, identify sentence parts, and differentiate between singular and plural nouns, and use prepositions and prepositional phrases in sentences.

## Standard(s)

- **RL 1.1** Ask and answer questions about key details in a text.
- **RL 1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL 1.3** Describe characters, settings, and major events in a story, using key details.
- **RL 1.5** 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** Use illustrations and details in a story to describe its characters, setting or events.
- **RL 1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RL 1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- **RF 1.1a** Recognize the distinguishing features of a sentence.
- **RF 1.2b** Orally produce single syllable words by blending sounds, including consonant blends.
- **RF 1.2c** Isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words.
- **RF 1.2d** Segment spoken single syllable words into their complete sequence of individual sounds.
- **RF 1.3a** Know the spelling-sound correspondences for common consonant digraphs
- **RF.1. 3b** Decode regularly spelled one syllable words.
- **RF.1.3g** Recognize and read grade level appropriate irregularly spelled words.
- **RI 1.4a** Read on-level text with purpose and understanding.
- **RF1.4b** Read online text orally with accuracy, appropriate rate, and expression on successive readings.
- **RF1.4c** Use context to confirm or self-correct word recognition and understanding
- **RI 1.1** Ask and answer questions about key details in a text.
- **RI 1.2** Identify the main topic and retell key details of a text.
- **RI 1.4** Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.
- **RI 1.5** Know and use various text features.
- **RI 1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI 1.7** Use the illustrations and details in a text to describe its key details.
- **RI1.9** Identify basic similarities and differences between two texts on the same topic.
- **RI 1.10** With prompting and support, read informational texts appropriately complex for Grade 1.
- **SL.1.1a** Follow agreed upon rules for discussion.

- **SL.1.1c** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.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.1.4** 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** Produce complete sentences when appropriate to task and situation.
- **L.1.1a** Print all upper and lowercase letters.
  
- **L.1.1f** Use frequently occurring adjectives.
  
- **L.1.1i** Use frequently occurring prepositions.
  
- **L.1.1j** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
  
- **L.1.2b** Use end punctuation for sentences.
  
- **L.1.2d** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  
- **L.1.5a** Sort words into categories to gain a sense of the concepts the categories represent.
  
- **L.1.5b** Define words by category and by one or more key attributes.
  
- **L.1.5c** Identify real life connections between words and their use.
  
- **L.1.6** 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.

#### **Technology Standard(s)**

- **8.1.P.A.5** Demonstrate the ability to access and use resources on a computing device.
- **8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **8.1.P.C.1** Collaborate with peers by participating in interactive digital games or activities.
- **8.1.P.E.1** Use the internet to explore or investigate questions with a teacher's support.

**Essential Question(s)**

- What lessons can you learn from story characters?
- How do animals communicate?
- Why is the order of story events important?
- How do words and pictures help tell a story?
- How do the parts of a story work together?

**Enduring Understandings**

- We all have something to share

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

**Student Learning Targets/Objectives**

- Listen to realistic fiction for enjoyment and to build comprehension.
- Use syntax/context to aid in determining the meaning of oral vocabulary words.
- Learn and use weekly high frequency words.
- Review the sound/spelling for short a and for double final consonants and ck.

- Identify end sounds.
- Introduce complete sentences.
- Describe characters and the reasons for their actions and feelings.
- Make inferences based on character feelings, relationships, speech and actions.
- Classify and categorize action words.
- Review the sound/spelling for short i and clusters with r.
- Identify sentence parts.
- Identify important facts and details that support the main idea.
- Identify the topic and main ideas in informational text.
- Understand how to use a glossary.
- Review the sound/spelling for short o and clusters with l.
- Understand and make statements.
- Retell the order of events.
- Infer unstated events.
- Use context to classify and categorize time words.
- Review the sound/spelling for short e and clusters with s.
- Use singular and plural nouns.
- Use text and graphic features to locate information.
- Interpret various text and graphic features and their functions.
- Use context to find and understand antonyms
- Review the sound/spelling for short u and for final clusters.
- Understand and use prepositions that tell when or where.
- Retell the important events in a story.
- Use context to understand and use synonyms.

### Assessments

<u>Type of Assignment</u>	<u>Standard(s) Assessed</u>
Weekly Spelling Tests	RF.1.2, RF.1.3, L.2.2d
Weekly Comprehension Tests	RI.1.1-1.9
Weekly Vocabulary Tests	L.1.4, L.1.5, L.1.6
Weekly Phonics Tests	L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.E, L.1.1.G
Discussion	SL.1.1- SL.1.6
Running Records/Benchmarks	RF.1.3, RF.1.4

### *Teaching and Learning Actions*

<i>Instructional Strategies/Differentiation</i>	<u>Instructional Strategies</u>
	<ul style="list-style-type: none"> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> </ul>

	<ul style="list-style-type: none"> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Individual/Small Group/Whole Class Instruction</li> <li>- Leveled Readers</li> <li>- Think Aloud</li> <li>- Peer Tutoring</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Modeling</li> <li>- Conferencing</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> </ul>
<p><i>Activities: 90 minutes to include Shared Reading, Guided Reading and Centers</i></p>	<ul style="list-style-type: none"> <li>- Read Aloud</li> <li>- Guided Reading</li> <li>- Strategy Groups</li> <li>- Word Wall</li> <li>- Formative Assessments</li> <li>- Graphic Organizers</li> <li>- Interactive Writing</li> <li>- Teacher Modeling</li> <li>- Turn and Talk</li> <li>- Meaningful Read Life Connections</li> <li>- Smartboard/Technology</li> <li>- Slates (Dry Erase Boards)</li> <li>- Questioning Techniques</li> <li>- Teacher Modeling</li> <li>- Active Participation</li> <li>- Close Reading</li> </ul>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>• Jack and the Wolf/The Three Little Pigs</li> <li>• How Do Animals Communicate?/Insect Messages</li> <li>• A Musical Day/Drums</li> <li>• Dr. Seuss/Two Poems from Dr. Seuss</li> <li>• A Cupcake Party/At the Bakery</li> </ul> <p style="text-align: center;"><b>ThinkCentral Website</b></p>	
<p>Suggested Time Frame:</p>	<p>8 weeks</p>

<b>Content Area:</b>	<b>ELA Writing</b>	<b>Grade(s)</b>	<b>1</b>
<b>Unit Plan Title:</b>	<b>Unit 2: Nonfiction Chapter Books (Information)</b>		
<b>Anchor Standard (ELA)</b>			
<b>Writing Standards</b>			
Texts Types and Purposes:			
<u>CCSS.ELA-LITERACY.W.2.1</u>			
<u>CCSS.ELA-LITERACY.W.1.1</u>			
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.			
<u>CCSS.ELA-LITERACY.W.1.2</u>			
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			
<u>CCSS.ELA-LITERACY.W.1.3</u>			
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			
Production and Distribution of Writing:			
<u>CCSS.ELA-LITERACY.W.1.4</u>			
(W.1.4 begins in grade 3)			
<u>CCSS.ELA-LITERACY.W.1.5</u>			
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			
<u>CCSS.ELA-LITERACY.W.1.6</u>			
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
Research to Build and Present Knowledge:			
<u>CCSS.ELA-LITERACY.W.1.7</u>			
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).			



CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.1.9

(W.1.9 begins in grade 4)

Range of Writing:

CCSS.ELA-LITERACY.W.1.10

(W.1.10 begins in grade 3)

**Speaking and Listening:**

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A

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).

CCSS.ELA-LITERACY.SL.1.1.B

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

CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2

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

CCSS.ELA-LITERACY.SL.1.3

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

**Language Standards:**

CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.1.1.A

Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.C

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-LITERACY.L.1.1.D

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

CCSS.ELA-LITERACY.L.1.1.E

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).

CCSS.ELA-LITERACY.L.1.1.F

Use frequently occurring adjectives.

CCSS.ELA-LITERACY.L.1.1.G

Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

CCSS.ELA-LITERACY.L.1.1.H

Use determiners (e.g., articles, demonstratives).

CCSS.ELA-LITERACY.L.1.1.I

Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

CCSS.ELA-LITERACY.L.1.1.J

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCSS.ELA-LITERACY.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.1.2.A

Capitalize dates and names of people.

CCSS.ELA-LITERACY.L.1.2.B

Use end punctuation for sentences.

CCSS.ELA-LITERACY.L.1.2.C

Use commas in dates and to separate single words in a series.

CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-LITERACY.L.1.2.E

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Overview/Rationale**

Students to learn about information writing through teaching what they know. Students will strengthen their reading abilities through reading informational books. The unit will give students support and practice they will need to organize their information by naming a topic, giving facts and providing a sense of closure in their writing pieces. Students will build upon their skills as the unit progresses, beginning with the creation of a basic informational book and ending the unit by creating multiple information chapter books.

**Standard(s)**

Session	Writing Standards	Reading Standards	Speaking &	Language
1	W.1.2, W.1.5, W.1.7	RI.1.1, RFS.1.1	SL.1.1, SL.1.4,	L.1.1, L.1.2
2	W.1.2, W.1.5	RI.1.6, RI.1.7,	SL.1.1, SL.1.4,	L.1.1, L.1.2
3	W.1.2, W.2.2	RI.1.1, RI.1.4	SL.1.1, SL.1.2,	L.1.1, L.1.2, L.1.4,
4	W.1.2, W.1.5, W.1.7	RI.1.1, RI.1.5, RI.1.6,	SL.1.1, SL.1.5,	L.1.1, L.1.2, L.1.5.a
5	W.1.2, W.1.5	RI.1.6, RFS.1.1,	SL.1.1	L.1.1.a, L.1.2, L.1.6
6	W.1.2, W.1.5	RI.1.1, RI.1.4, RI.1.6,	SL.1.1, SL.1.2	L.1.1, L.1.2.e, L.1.6
7	W.1.2, W.1.5, W.1.7,	RI.1.1, RI.1.2, RI.1.5	SL.1.1, SL.1.2	L.1.1, L.1.2
8	W.1.2, W.1.5	RFS.1.2, RFS.1.3	SL.1.1	L.1.1, L.1.2
9	W.1.2, W.1.5, W.1.7	RI.1.1, RI.1.5, RI.1.6	SL.1.1	L.1.1, L.1.2, L.1.5
10	W.1.2, W.1.5	RI.1.5	SL.1.1, SL.1.4,	L.1.1, L.1.2
11	W.1.2	RI.1.1	SL.1.1, SL.1.4,	L.1.1.g, L.1.2,
12	W.1.1, W.1.2,	RI.1.1	SL.1.1, SL.1.5	L.1.1, L.1.2
13	W.1.2, W.1.7	RI.1.1, RI.1.2	SL.1.1	L.1.1, L.1.2
14	W.1.2, W.1.5	RI.1.10, RFS.1.4	SL.1.1	L.1.1.d,g,
15	W.1.2, W.1.5	RI.1.1, RI.1.5, RI.1.7	SL.1.1, SL.1.4,	L.1.1, L.1.2
16	W.1.2, W.1.6, W.1.8	RI.1.7, RI.1.10	SL.1.1, SL.1.2,	L.1.1, L.1.2
17	W.1.2, W.1.5	RFS.1.4	SL.1.1	L.1.1.j, L.1.2.b,c
18	W.1.2, W.1.5	RFS.1.1, RFS.1.4.a	SL.1.1, SL.1.5	L.1.1, L.1.2, L.1.5
19	W.1.2, W.1.5	RFS.1.2, RFS.1.3,	SL.1.1, SL.1.5	L.1.1, L.1.2
20	W.1.2	RFS.1.4	SL.1.1, SL.1.4	L.1.1, L.1.2

**Technology Standard(s)**

- **8.1.P.A.5** Demonstrate the ability to access and use resources on a computing device.
- **8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **8.1.P.C.1** Collaborate with peers by participating in interactive digital games or activities.
- **8.1.P.E.1** Use the internet to explore or investigate questions with a teacher's support.

**Essential Question(s)**

- How can we use informational books to teach others?
- How can we use questions to add information to our writing?
- How can we include elements to our informational books that enhance the quality of writing?

**Enduring Understandings**

- All writers can share their expertise through informational writing
- Nonfiction writers use readers to help them add and subtract details

- Nonfiction writers learn how a book might go by studying books from mentor authors, including the table of contents

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

**Student Learning Targets/Objectives**

- Students are experts who have many lessons to share
- Writers keep readers in mind, writing to answer their questions
- Writers write with details and help readers picture the details by using comparisons
- Writers use all they know to plan for new chapter books
- Writers do research to help them say more
- Writers use craft moves from mentor authors

## Assessments

### Summative

- On Demand #2
- Published Informational Writing Piece

### Formative

- On Demand #1
- Conferences
- Active Engagement
- Goals

## Teaching and Learning Actions

### *Instructional Strategies/Differentiation*

### Instructional Strategies

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Writing Partnerships
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling - Teachers demonstrates, student uses models to problem solve
- Centers
- Goal Setting
- Make Predictions
- Writing Explanations
- Multistep
- Graphic Organizers

*Activities: 45 minutes to include Mini-lesson, Writing Workshop, Conferencing, and Share*

- Skill Based Groups
- Think Aloud
- Mini-lessons
- Portfolios
- Shared Writing
- Interactive Writing
- Independent Writing
- Writer's Workshop
- Conferencing

	<ul style="list-style-type: none"><li>- Graphic Organizers</li><li>- Share</li></ul>
Resources	
<i>Units of Study in Narrative, Information and Opinion Writing- Grade 1 Resource CD Readingandwritingproject.org</i>	
Suggested Time Frame:	8 weeks

<b>Content Area:</b>	ELA	<b>Grade(s)</b>	1
<b>Unit Plan Title:</b>	Unit 3: Nature Near and Far		
<b>Anchor Standard (ELA)</b>			
<b>READING</b>			
<b>Key Ideas and Details</b>			
<ul style="list-style-type: none"> <li>- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul>			
<b>Craft and Structure</b>			
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>- Assess how point of view or purposes shapes the content and style of a text.</li> </ul>			
<b>Integration of Knowledge and Ideas</b>			
<ul style="list-style-type: none"> <li>- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>- 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.</li> <li>- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul>			
<b>Range of Reading and Level of Text Complexity</b>			
<ul style="list-style-type: none"> <li>- Read and comprehend complex literary and informational texts independently and proficiently.</li> </ul>			
<b>SPEAKING AND LISTENING</b>			
<b>Comprehension and Collaboration</b>			
<ul style="list-style-type: none"> <li>- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>			



- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

## **LANGUAGE**

### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

## **Overview/Rationale**

Students will analyze/evaluate the author's purpose of a story, and sequence story events in a particular story. Additionally, students will identify cause and effects in a story, draw conclusions and compare and contrast. Students will also practice the skills of questioning, visualizing, infer/predict, and monitor and clarify to better comprehend story details. Students will also work with different parts of a sentence (noun, subject, verb, etc).

## Standard(s)

- **RL 1.1** Ask and answer questions about key details in a text.
- **RL 1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL 1.3** Describe characters, settings, and major events in a story, using key details.
- **RL 1.4** Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.
- **RL 1.5** 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** Use illustrations and details in a story to describe its characters, setting or events.
- **RL 1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RL 1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- **RF 1.1a** Recognize the distinguishing features of a sentence.
- **RF1.2a** Distinguish long from short vowel sounds in spoken single syllable words.
- **RF 1.2b** Orally produce single syllable words by blending sounds, including consonant blends.
- **RF 1.2c** Isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words.
- **RF 1.2d** Segment spoken single syllable words into their complete sequence of individual sounds.
- **RF 1.3a** Know the spelling-sound correspondences for common consonant digraphs
- **RF.1. 3b** Decode regularly spelled one syllable words.
- **RF.1.3c** Know final e and common vowel team conventions for representing long vowel sounds.
- **RF.1.3f** Read words with inflectional endings.
- **RF.1.3g** Recognize and read grade level appropriate irregularly spelled words.
- **RF1.4b** Read online text orally with accuracy, appropriate rate, and expression on successive readings.
- **RI 1.1** Ask and answer questions about key details in a text.
- **RI 1.2** Identify the main topic and retell key details of a text.
- **RI 1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI 1.4** Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.
- **RI 1.5** Know and use various text features.
- **RI 1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- **RI 1.7** Use the illustrations and details in a text to describe its key details.
- **RI1.9** Identify basic similarities and differences between two texts on the same topic.
- **RI 1.10** With prompting and support, read informational texts appropriately complex for Grade 1.
- **SL.1.1a** Follow agreed upon rules for discussion.
- **SL.1.1c** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.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.1.4** 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** Produce complete sentences when appropriate to task and situation.
  
- **L.1.1.b** Use common, proper, and possessive nouns.
  
- **L.1.1c** Use singular and plural nouns with matching verbs in basic sentences.
- **L.1.1e** Use verbs to convey a sense of past, present and future.
  
- **L.1.1i** Use frequently occurring prepositions.
  
- **L.1.1j** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
  
- **L.1.2a** Capitalize dates and names of people.
  
- **L.1.2d** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  
- **L.1.4b** Use frequently occurring affixes as a clue to the meaning of a word.
  
- **L.1.4c** Identify frequently occurring root words and their inflectional forms.

- **L.1.5a** Sort words into categories to gain a sense of the concepts the categories represent.
- **L.1.5c** Identify real life connections between words and their use.
- **L.1.6** 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.

**Technology Standard(s)**

- **8.1.P.A.5** Demonstrate the ability to access and use resources on a computing device.
- **8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **8.1.P.C.1** Collaborate with peers by participating in interactive digital games or activities.
- **8.1.P.E.1** Use the internet to explore or investigate questions with a teacher’s support.

**Essential Question(s)**

- Why do authors write stories?
- Why is the order of story events important?
- What changes do the different seasons cause?
- What clues help you figure out why events happen?
- How are animals the same and different?

**Enduring Understandings**

- It’s a big wonderful world

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>

Communicate clearly and effectively and with reason.	X
Consider the environmental, social and economic impacts of decisions	X
Demonstrate creativity and innovation.	X
Employ valid and reliable research strategies.	X
Utilize critical thinking to make sense of problems and persevere in solving them.	X
Model integrity, ethical leadership and effective management.	X
Plan education and career paths aligned to personal goals.	X
Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

### Student Learning Targets/Objectives

- Listen to realistic fiction for enjoyment and to build comprehension.
- Use syntax/context to aid in determining meaning of oral vocabulary words.
- Learn to use weekly high frequency words.
- Learn the sound/spelling for digraph th.
- Identify proper nouns that name people and animals.
- Explain the author's purpose for writing a given text.
- Recognize base words –s,-es, -ed, and –ing.
- Identify the roles of the author and photographer.
- Use context to classify and categorize color words.
- Learn about possessives with 's.
- Answer questions about sequence of events.
- Use context to recognize the correct homophone.
- Learn the sound/spelling for digraphs sh, wh, ph.
- Use subjects and verbs in sentences.
- Identify cause-effect relationships.
- Learn about contractions 's, n't.
- Use word endings to understand how words change.
- Learn sound/spelling for long a.
- Learn about present and past tense verbs.
- Draw conclusions from text details.
- Use context clues to classify and categorize number words.

- Learn sound/spelling for long i.
  - Learn about the use of is and are.
  - Identify ways in which parts are the same and different.
- Understand how to use the suffixes –er and –est.

**Assessments**

Weekly Spelling Tests	RF.1.2, RF.1.3, L.2.2d
Weekly Comprehension Tests	RI.1.1-1.9
Weekly Vocabulary Tests	L.1.4. L.1.5, L.1.6
Weekly Phonics Tests	L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.E, L.1.1.G
Discussion	SL.1.1- SL.1.6
Running Records/Benchmarks	RF.1.3, RF.1.4

*Teaching and Learning Actions*

<i>Instructional Strategies/Differentiation</i>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Individual/Small Group/Whole Class Instruction</li> <li>- Leveled Readers</li> <li>- Think Aloud</li> <li>- Peer Tutoring</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Modeling</li> <li>- Conferencing</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> </ul>
<i>Activities: 90 minutes to include Shared Reading, Guided Reading and Centers</i>	<ul style="list-style-type: none"> <li>- Read Aloud</li> <li>- Guided Reading</li> <li>- Strategy Groups</li> <li>- Word Wall</li> <li>- Formative Assessments</li> <li>- Graphic Organizers</li> <li>- Interactive Writing</li> <li>- Teacher Modeling</li> <li>- Turn and Talk</li> <li>- Meaningful Read Life Connections</li> <li>- Smartboard/Technology</li> <li>- Slates (Dry Erase Boards)</li> </ul>

	<ul style="list-style-type: none"> <li>- Questioning Techniques</li> <li>- Teacher Modeling</li> <li>- Active Participation</li> <li>- Close Reading</li> </ul>
Resources	
<ul style="list-style-type: none"> <li>• Sea Animals/Water</li> <li>• How Leopard Got His Spots/The Rainforest</li> <li>• Season/The Four Seasons</li> <li>• The Big Race/The Olympic Games</li> <li>• Animal Groups/Animal Picnic</li> </ul>	
Suggested Time Frame:	8 weeks

<b>Content Area:</b>	<b>ELA Writing</b>	<b>Grade(s)</b>	<b>1</b>
<b>Unit Plan Title:</b>	<b>Unit 3: Writing Reviews (Opinion)</b>		
<b>Anchor Standard (ELA)</b>			
<b>Writing Standards</b>			
Texts Types and Purposes:			
<u>CCSS.ELA-LITERACY.W.2.1</u>			
<u>CCSS.ELA-LITERACY.W.1.1</u>			
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.			
<u>CCSS.ELA-LITERACY.W.1.2</u>			
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			
<u>CCSS.ELA-LITERACY.W.1.3</u>			
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			
Production and Distribution of Writing:			
<u>CCSS.ELA-LITERACY.W.1.4</u>			
(W.1.4 begins in grade 3)			
<u>CCSS.ELA-LITERACY.W.1.5</u>			
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			
<u>CCSS.ELA-LITERACY.W.1.6</u>			
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			



Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.1.7

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).

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.1.9

(W.1.9 begins in grade 4)

Range of Writing:

CCSS.ELA-LITERACY.W.1.10

(W.1.10 begins in grade 3)

**Speaking and Listening:**

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A

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).

CCSS.ELA-LITERACY.SL.1.1.B

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

CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2

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

CCSS.ELA-LITERACY.SL.1.3

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

**Language Standards:**

CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.1.1.A

Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.C

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-LITERACY.L.1.1.D

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

CCSS.ELA-LITERACY.L.1.1.E

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).

CCSS.ELA-LITERACY.L.1.1.F

Use frequently occurring adjectives.

CCSS.ELA-LITERACY.L.1.1.G

Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

CCSS.ELA-LITERACY.L.1.1.H

Use determiners (e.g., articles, demonstratives).

CCSS.ELA-LITERACY.L.1.1.I

Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

CCSS.ELA-LITERACY.L.1.1.J

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCSS.ELA-LITERACY.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.1.2.A

Capitalize dates and names of people.

CCSS.ELA-LITERACY.L.1.2.B

Use end punctuation for sentences.

CCSS.ELA-LITERACY.L.1.2.C

Use commas in dates and to separate single words in a series.

CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-LITERACY.L.1.2.E

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

## Overview/Rationale

Students to write opinion pieces that demonstrate that writing can give them a way to make and defend important decisions. Children will learn to write their judgments and their reasons for those judgments and to organize their reasons and supply supporting details for those reasons. Eventually, children will use their skills at writing to make and defend judgments to write reviews of all sorts.

## Standard(s)

Session	Writing Standards	Reading	Speaking &	Language
1	<b>W.1.1, W.2.1</b>	RI.1.8	SL.1.1, SL.1.4	L.1.1, L.1.2, L.1.5.a
2	<b>W.1.1, W.1.5,</b>	RI.1.8	SL.1.1, SL.1.2,	L.1.1.g, L.1.2
3	W.1.1, W.1.5, W.2.1	RI.1.1, RI.1.8,	SL.1.1, SL.1.2	L.1.1, <b>L.1.2</b>
4	W.1.1, W.2.1	RFS.1.3.g	SL.1.1, SL.1.2,	<b>L.1.1.g,j</b> , L.1.2,
5	W.1.1, W.1.5, W.2.1	RI.1.8	SL.1.1	L.1.1, L.1.2
6	W.1.1, <b>W.1.5</b> , W.2.1	RI.1.1, RI.1.8,	SL.1.1, SL.1.3	<b>L.1.1, L.1.2</b>
7	W.1.1, <b>W.1.5</b> , W.2.1	RFS.1.1, RFS.1.4	SL.1.1, SL.1.6	<b>L.1.1, L.1.2</b>
8	W.1.1, <b>W.1.7</b>	RI.1.1, RI.1.8	SL.1.1	L.1.1, L.1.2, L.1.6
9	W.1.1, W.1.5	RFS.1.4	SL.1.1, SL.1.4	L.1.1.d, L.1.2, L.1.6
10	W.1.1, W.1.3,	RFS.1.4	SL.1.1	L.1.1, L.1.2, L.1.6
11	W.1.1, W.1.5, W.2.1	RL.1.4	SL.1.1	L.1.1, L.1.2
12	W.1.1, W.1.5	RFS.1.1, RFS.1.2,	<b>SL.1.1, SL.1.2</b>	<b>L.1.1, L.1.2</b>
13	W.1.1, W.1.5, W.1.6	RI.1.2, RI.1.3	SL.1.1, SL.1.4	L.1.1, L.1.2
14	W.1.1, W.1.3, W.2.1	<b>RL.1.1, RL.1.2,</b>	SL.1.1	L.1.1, L.1.2
15	<b>W.1.1</b> , W.1.5	RL.1.1, RL.1.2,	SL.1.1, SL.1.3	L.1.1, L.1.2
16	W.1.1, <b>W.1.5</b> , W.2.1	RL.1.1, RL.1.2	SL.1.1, <b>SL.1.2,</b>	<b>L.1.1.g,j,</b>
17	W.1.1, <b>W.1.5</b> , W.2.1	RI.1.8, RFS.1.4	SL.1.1	L.1.1, L.1.2, L.1.6
18	W.1.1, W.1.2, W.1.6	RFS.1.4	<b>SL.1.1, SL.1.4,</b>	L.1.1, L.1.2

## Essential Question(s)

- How can we use personal items to write a review?
- How can we use topics, causes or objects that define us to help us grow in our opinions and insights?
- How can I combine collection writing and review structure to support writing a book review?
- What should I include in my writing to make sure it is convincing?

## Enduring Understandings

- We can collect and judge books and then write to tell our opinion about those books.
- Persuasive writers understand the power and purpose of writing.
- Persuasive writers make and defend important decisions

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

**Student Learning Targets/Objectives**

- Students will understand that people collect things and write opinions about their collections
- Students should explain judgments in convincing ways
- Students support arguments through thoughtful evaluations and elaborations
- Students can enhance arguments by gaining support from other writers

**Assessments**

Summative

- On Demand #2
- Published Opinion Piece

Formative

- On Demand #1
- Conferences

- Active Engagement
- Goals

*Teaching and Learning Actions*

*Instructional Strategies/Differentiation*

**Instructional Strategies**

- Breaking down the task
- Providing step-by-step prompts
- Repeated practice
- Sequenced Review
- Directed Questioning and Responses
- Sequence Tasks from Easy to Difficult
- Individual/Small-Group/Whole Class Instruction
- Think Aloud
- Writing Partnerships
- Warm-Up Activities
- Meaningful Real Life Connections
- Modeling - Teachers demonstrates, student uses models to problem solve
- Centers
- Goal Setting
- Make Predictions
- Writing Explanations
- Multistep
- Graphic Organizers

*Activities: 45 minutes to include Mini-lesson, Writing Workshop, Conferences, and Share*

- Skill Based Groups
- Think Aloud
- Mini-lessons
- Portfolios
- Shared Writing
- Interactive Writing
- Independent Writing
- Writer's Workshop
- Conferencing
- Graphic Organizers

Resources

**Reference Material and/or Teacher Resources**

*Units of Study in Narrative, Information and Opinion Writing- Grade 1  
Resource CD  
Readingandwritingproject.org*

Suggested Time Frame:

8 weeks

<b>Content Area:</b>	<b>ELA</b>	<b>Grade(s)</b>	<b>1</b>
<b>Unit Plan Title:</b>	<b>Unit 4: Exploring Together</b>		
<b>Anchor Standard (ELA)</b>			
<b>READING</b>			
<b>Key Ideas and Details</b>			
<ul style="list-style-type: none"> <li>- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul>			
<b>Craft and Structure</b>			
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>- Assess how point of view or purposes shapes the content and style of a text.</li> </ul>			
<b>Integration of Knowledge and Ideas</b>			
<ul style="list-style-type: none"> <li>- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>- 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.</li> <li>- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul>			
<b>Range of Reading and Level of Text Complexity</b>			
<ul style="list-style-type: none"> <li>- Read and comprehend complex literary and informational texts independently and proficiently.</li> </ul>			
<b>SPEAKING AND LISTENING</b>			
<b>Comprehension and Collaboration</b>			
<ul style="list-style-type: none"> <li>- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>			

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

## **LANGUAGE**

### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

## **Overview/Rationale**

Students will determine the main idea and details of a story, compare and contrast story elements, use story parts to determine author's purpose, use story details to draw conclusions, and practice the skill of cause and effect. Additionally, students will practice forming and writing questions, work with different kinds of sentences, practice writing names of months, days, and holidays, and work with future tense words.



## Standard(s)

- **RL 1.1** Ask and answer questions about key details in a text.
- **RL 1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL 1.3** Describe characters, settings, and major events in a story, using key details.
  
- **RL 1.5** 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** Use illustrations and details in a story to describe its characters, setting or events.
- **RL 1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RL 1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- **RF1.2a** Distinguish long from short vowel sounds in spoken single syllable words.
- **RF 1.2c** Isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words.
  - sounds.
- **RF 1.3a** Know the spelling-sound correspondences for common consonant digraphs
- **RF.1. 3b** Decode regularly spelled one syllable words.
- **RF.1.3c** Know final e and common vowel team conventions for representing long vowel sounds.
- **RF.1.3g** Recognize and read grade level appropriate irregularly spelled words.
- **RF1.4b** Read online text orally with accuracy, appropriate rate, and expression on successive readings.
- **RI 1.7** Use the illustrations and details in a text to describe its key details.
- **RI 1.10** With prompting and support, read informational texts appropriately complex for Grade 1.
- **SL.1.1a** Follow agreed upon rules for discussion.
- **SL.1.1c** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **SL1.4** 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** Produce complete sentences when appropriate to task and situation.

- **L.1.1.b** Use common, proper, and possessive nouns.
- **L.1.1e** Use verbs to convey a sense of past, present and future.
- **L.1.1j** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- **L.1.2a** Capitalize dates and names of people.
- **L.1.2b** Use end punctuation for sentences.
- **L.1.2d** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- **L.1.4b** Use frequently occurring affixes as a clue to the meaning of a word.
- **L.1.5a** Sort words into categories to gain a sense of the concepts the categories represent.
- **L.1.5b** Define words by category and by one or more key attributes.
- **L.1.5c** Identify real life connections between words and their use.
- **L.1.6** 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.

**Technology Standard(s)**

- **8.1.P.A.5** Demonstrate the ability to access and use resources on a computing device.
- **8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **8.1.P.C.1** Collaborate with peers by participating in interactive digital games or activities.
- **8.1.P.E.1** Use the internet to explore or investigate questions with a teacher's support.

**Essential Question(s)**

- What is important to know about the moon?
- How are ways to travel the same and different?
- Why do authors write nonfiction?
- What clues help you figure out how characters feel?
- What makes a story funny?

**Enduring Understandings**

- We discover new things every day

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>
Work productively in teams while using cultural global competence.	<b>X</b>

**Student Learning Targets/Objectives**

- Listen to a nonfiction article for information.
- Use syntax/context to aid in determining meaning of oral vocabulary words.
- Learn to use weekly high frequency words.
- Learn the sound/spelling for long o.

- Ask questions.
- Identify and restate the main idea of a selection.
- Identify important facts and details.
- Learn the sound/spelling for long u.
- Use morphology to understand words with the –y and –ful suffixes.
- Learn sound/spelling for ay and ai.
- Identify and use months, days, and holidays.
- Explain the author’s purpose from writing a text.
- Learn about contractions ‘ll and ‘d.
- Identify the role of author and photographer.
- Use context to determine the meaning of multiple-meaning words.
- Learn the sound/spelling for oa and ow.
- Understand and use future tense verbs.
- Draw conclusions based on text details.
- Understand and use verbs with will.
- Learn about contractions –ve, -re.
- Understand and use verbs with going to.
- Use context to identify and use synonyms.
- Combine and segment syllables in compound words.
- Identify cause and effect relationships in text.
- Understand and use prepositional phrases that tell where and when.
- Learn words with short vowel ea.

### Assessments

Weekly Spelling Tests	RF.1.2, RF.1.3, L.2.2d
Weekly Comprehension Tests	RI.1.1-1.9
Weekly Vocabulary Tests	L.1.4, L.1.5, L.1.6
Weekly Phonics Tests	L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.E, L.1.1.G
Discussion	SL.1.1- SL.1.6
Running Records/Benchmarks	RF.1.3, RF.1.4

### Teaching and Learning Actions

<i>Instructional Strategies/Differentiation</i>	<b><u>Instructional Strategies</u></b>
	<ul style="list-style-type: none"> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Individual/Small Group/Whole Class Instruction</li> </ul>

	<ul style="list-style-type: none"> <li>- Leveled Readers</li> <li>- Think Aloud</li> <li>- Peer Tutoring</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Modeling</li> <li>- Conferencing</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> </ul>
<p><i>Activities: 90 minutes to include Shared Reading, Guided Reading and Centers</i></p>	<ul style="list-style-type: none"> <li>- Read Aloud</li> <li>- Guided Reading</li> <li>- Strategy Groups</li> <li>- Word Wall</li> <li>- Formative Assessments</li> <li>- Graphic Organizers</li> <li>- Interactive Writing</li> <li>- Teacher Modeling</li> <li>- Turn and Talk</li> <li>- Meaningful Read Life Connections</li> <li>- Smartboard/Technology</li> <li>- Slates (Dry Erase Boards)</li> <li>- Questioning Techniques</li> <li>- Teacher Modeling</li> <li>- Active Participation</li> <li>- Close Reading</li> </ul>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>• Let's Go to the Moon/Mae Jemison</li> <li>• The Big Trip/Lew and Clark's Big Trip</li> <li>• Where Does Food Come From?/Jack and the Beanstalk</li> <li>• Tomas Rivera/Life Then and Now</li> <li>• Little Rabbit's Tale/Silly Poems</li> </ul>	
<p><b>Suggested Time</b> <b>Frame:</b></p>	<p>8 weeks</p>

<b>Content Area:</b>	<b>ELA Writing</b>	<b>Grade(s)</b>	<b>1</b>
<b>Unit Plan Title:</b>	<b>Unit 4: From Scenes to Series: Writing Fiction</b>		
<b>Anchor Standard (ELA)</b>			
<b>Writing Standards</b>			
Texts Types and Purposes:			
<u>CCSS.ELA-LITERACY.W.2.1</u>			
<u>CCSS.ELA-LITERACY.W.1.1</u>			
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.			
<u>CCSS.ELA-LITERACY.W.1.2</u>			
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			
<u>CCSS.ELA-LITERACY.W.1.3</u>			
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.			
Production and Distribution of Writing:			
<u>CCSS.ELA-LITERACY.W.1.4</u>			
(W.1.4 begins in grade 3)			
<u>CCSS.ELA-LITERACY.W.1.5</u>			
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			
<u>CCSS.ELA-LITERACY.W.1.6</u>			
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.1.7

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).

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.W.1.9

(W.1.9 begins in grade 4)

Range of Writing:

CCSS.ELA-LITERACY.W.1.10

(W.1.10 begins in grade 3)

**Speaking and Listening:**

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A

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).

CCSS.ELA-LITERACY.SL.1.1.B

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

CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2

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

CCSS.ELA-LITERACY.SL.1.3

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

**Language Standards:**

CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.1.1.A

Print all upper- and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.B

Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.C

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-LITERACY.L.1.1.D

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

CCSS.ELA-LITERACY.L.1.1.E

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).

CCSS.ELA-LITERACY.L.1.1.F

Use frequently occurring adjectives.



CCSS.ELA-LITERACY.L.1.1.G

Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

CCSS.ELA-LITERACY.L.1.1.H

Use determiners (e.g., articles, demonstratives).

CCSS.ELA-LITERACY.L.1.1.I

Use frequently occurring prepositions (e.g., *during, beyond, toward*).

CCSS.ELA-LITERACY.L.1.1.J

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCSS.ELA-LITERACY.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.1.2.A

Capitalize dates and names of people.

CCSS.ELA-LITERACY.L.1.2.B

Use end punctuation for sentences.

CCSS.ELA-LITERACY.L.1.2.C

Use commas in dates and to separate single words in a series.

CCSS.ELA-LITERACY.L.1.2.D

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-LITERACY.L.1.2.E

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

## Overview/Rationale

Students to engage in series writing. Students will create a pretend character, give that character adventures in more than one booklet, elaborate and revise across books, and create a “boxed set” of the stories. Students will use what they learned from Small Moment writing to aid in this unit. The focus of this unit is on realistic fiction.

## Standard(s)

Session	Writing Standards	Reading Standards	Speaking &	Language
1	<b>W.1.3</b> , W.1.8	RL.1.1, RL.1.3,	SL.1.1, SL.1.4	L.1.1, L.1.2
2	<b>W.1.3</b> , <b>W.1.5</b> ,	RL.1.1, <b>RL.1.3</b> ,	SL.1.1	L.1.1, L.1.2
3	<b>W.1.3</b> , <b>W.2.3</b>	RL.1.1, <b>RL.1.3</b> ,	SL.1.1, SL.1.4	L.1.1, L.1.2
4	W.1.3, <b>W.1.5</b> , W.2.3	<b>RFS.1.2</b> , <b>RFS.1.3</b>	SL.1.1, SL.1.2	L.1.1, <b>L.1.2.d,e</b> ,
5	W.1.3, <b>W.1.5</b> , W.2.3	RL.1.1, RL.1.2,	SL.1.1	L.1.1, L.1.2
6	<b>W.1.3</b> , W.1.5,	RL.1.1, RL.1.2,	SL.1.1, SL.1.2,	L.1.1, L.1.2
7	W.1.3, W.1.5,	RL.1.1, RL.1.2,	SL.1.1, SL.1.5	L.1.1, L.1.2.a
8	<b>W.1.3</b> , W.1.5,	RL.1.1, RL.1.3,	<b>SL.1.1</b> , <b>SL.1.4</b> ,	L.1.1, L.1.2
9	<b>W.1.3</b> , <b>W.1.5</b> , <b>W.1.7</b> <b>W.1.8</b>	RL.1.1, RL.1.2, RL.1.3, RL.1.4,	SL.1.1	L.1.1, L.1.2
10	<b>W.1.3</b> , W.1.5,	RL.1.1, RL.1.3,	SL.1.1, SL.1.6	<b>L.1.1</b> , <b>L.1.2</b>
11	<b>W.1.3</b> , <b>W.1.5</b> ,	RL.1.1, RL.1.2,	<b>SL.1.1</b> , <b>SL.1.4</b> ,	L.1.1, L.1.2
12	<b>W.1.3</b> , W.1.5,	RL.1.1, RL.1.3,	SL.1.1, SL.1.4	L.1.1, L.1.2, L.1.5,
13	W.1.3, <b>W.1.5</b> , W.2.3	RL.1.1, RL.1.3,	SL.1.1	L.1.1, L.1.2
14	<b>W.1.3</b> , W.1.5,	RL.1.1, RL.1.4	<b>SL.1.1</b> , <b>SL.1.2</b>	L.1.1, L.1.2
15	<b>W.1.3</b> , <b>W.1.5</b> ,	RL.1.1, RL.1.3	SL.1.1	L.1.1, L.1.2
16	W.1.3, <b>W.1.5</b> , W.2.3	RL.1.1, RFS.1.1,	SL.1.1, SL.1.6	L.1.1.j,g, <b>L.1.2.b</b>
17	<b>W.1.3</b> , W.1.5,	RL.1.1, RL.1.4,	SL.1.1, <b>SL.1.5</b>	L.1.1, L.1.2
18	<b>W.1.3</b> , <b>W.1.5</b>	RL.1.1	SL.1.1	L.1.1, L.1.2
19	W.1.3, <b>W.1.5</b> , W.2.3	RFS.1.4	SL.1.1, SL.1.6	L.1.1, L.1.2
20	W.1.3, W.2.3	RFS.1.4	SL.1.1, SL.1.6	L.1.1, L.1.2

## Essential Question(s)

- How can pretending lead to the development of a fictional narrative writing piece?
- How can we use what we know about writing small moments to create a series?
- How can we connect stories together to create a series?
- What do other series book authors do to make their characters popular amongst readers?

## Enduring Understandings

- Fiction writers call on their pretending skills to invent characters and small moment adventures
- Pretending and assuming different roles is a fundamental part of fiction writing
- Use what you know about small moments to bring fictional stories to life
- Characters face trouble in stories and good writers can get their characters out of trouble to give readers a satisfying ending
- Good writers plan and act out to bring imagination to life through story writing
- Studying the genre realistic fiction to figure out how mentor authors make realistic fiction realistic
- Writers call on their own experiences to include in a story to let readers know a story is realistic
- Writers show don't tell

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>
Use technology to enhance productivity.	<b>X</b>

Work productively in teams while using cultural global competence.	X
--	---

**Student Learning Targets/Objectives**

- Students will write narratives in which they can recount two or more appropriately sequenced events, and include some details regarding what happened, use event order words and provide a closure
- Students will use all they have learned about narrative writing to write fictional narratives
- Students will be able to tell what happened first, then and next and to bring their characters to life by describing what they do, say and think
- Students will write books together creating a series

**Assessments**

Summative

- On Demand #2
- Published Narrative Piece

Formative

- On Demand #1
- Conferences
- Active Engagement
- Goals

*Teaching and Learning Actions*

<i>Instructional Strategies/Differentiation</i>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced Review</li> <li>- Directed Questioning and Responses</li> <li>- Sequence Tasks from Easy to Difficult</li> <li>- Individual/Small-Group/Whole Class Instruction</li> <li>- Think Aloud</li> <li>- Writing Partnerships</li> <li>- Warm-Up Activities</li> <li>- Meaningful Real Life Connections</li> <li>- Modeling - Teachers demonstrates, student uses models to problem solve</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Make Predictions</li> </ul>
---	--

	<ul style="list-style-type: none"> <li>- Writing Explanations</li> <li>- Multistep</li> <li>- Graphic Organizers</li> </ul>
<p><i>Activities: 45 minutes to include Mini-lesson, Writing Workshop, Conferencing and Share</i></p>	<ul style="list-style-type: none"> <li>- Skill Based Groups</li> <li>- Think Aloud</li> <li>- Mini-lessons</li> <li>- Portfolios</li> <li>- Shared Writing</li> <li>- Interactive Writing</li> <li>- Independent Writing</li> <li>- Writer’s Workshop</li> <li>- Conferencing</li> <li>- Graphic Organizers</li> </ul>
Resources	
<p><b><u>Reference Material and/or Teacher Resources</u></b>  <i>Units of Study in Narrative, Information and Opinion Writing- Grade 1</i>  <i>Resource CD</i>  <i>Readingandwritingproject.org</i></p>	
Suggested Time Frame:	8 weeks

<b>Content Area:</b>	ELA	<b>Grade(s)</b>	1
<b>Unit Plan Title:</b>	Unit 5: Watch Us Grow		
<b>Anchor Standard (ELA)</b>			
<b>READING</b>			
<b>Key Ideas and Details</b>			
<ul style="list-style-type: none"> <li>- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ul>			
<b>Craft and Structure</b>			
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>- Assess how point of view or purposes shapes the content and style of a text.</li> </ul>			
<b>Integration of Knowledge and Ideas</b>			
<ul style="list-style-type: none"> <li>- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>- 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.</li> <li>- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul>			
<b>Range of Reading and Level of Text Complexity</b>			
<ul style="list-style-type: none"> <li>- Read and comprehend complex literary and informational texts independently and proficiently.</li> </ul>			
<b>SPEAKING AND LISTENING</b>			
<b>Comprehension and Collaboration</b>			
<ul style="list-style-type: none"> <li>- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>			

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

## **LANGUAGE**

### **Conventions of Standard English**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

## **Overview/Rationale**

Students will identify the story structure of a text, identify cause and effect relationships, sequence story events, use story details to draw conclusions, and understand characters in a story. Additionally, students practice the skills of evaluate/analyze, visualize, question, summarize and monitor/clarify. Furthermore, students will work with subject and possessive pronouns and contractions.

## Standard(s)

- **RL 1.1** Ask and answer questions about key details in a text.
- **RL 1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL 1.3** Describe characters, settings, and major events in a story, using key details.
- **RL 1.5** 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** Use illustrations and details in a story to describe its characters, setting or events.
- **RL1.6** Identify who is telling the story at various points in a text.
- **RL 1.9** Compare and contrast the adventures and experiences of characters in stories.
- **RL 1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- **RF.1. 3b** Decode regularly spelled one syllable words.
- **RF.1.3d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **RF1.3e** Decode two syllable words following basic patterns by breaking the words into syllables.
- **RF.1.3f** Read words with inflectional endings.
- **RF.1.3g** Recognize and read grade level appropriate irregularly spelled words.
- **RI 1.4a** Read on-level text with purpose and understanding.
- **RF1.4b** Read online text orally with accuracy, appropriate rate, and expression on successive readings.
- **RI 1.1** Ask and answer questions about key details in a text.
- **RI 1.2** Identify the main topic and retell key details of a text.
- **RI 1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI 1.4** Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.
- **RI 1.5** Know and use various text features.
- **RI 1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **RI 1.7** Use the illustrations and details in a text to describe its key details.
- **RI1.9** Identify basic similarities and differences between two texts on the same topic.
- **RI 1.10** With prompting and support, read informational texts appropriately complex for Grade 1.
- **SL.1.1a** Follow agreed upon rules for discussion.
- **SL.1.1b** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.



- **SL.1.1c** Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **SL.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.1.4** 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.
  
- **L.1.1c** Use singular and plural nouns with matching verbs in basic sentences.
- **L.1.1d** Use personal, possessive and indefinite pronouns.
- **L.1.1e** Use verbs to convey a sense of past, present and future.
- **L.1.1g** Use frequently occurring conjunctions.
- **L.1.1i** Use frequently occurring prepositions.
- **L.1.1j** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- **L.1.2d** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- **L.1.4a** Use sentence level context as a clue to the meaning of a word or a phrase.
- **L.1.4b** Use frequently occurring affixes as a clue to the meaning of a word.
- **L.1.5c** Identify real life connections between words and their use.
- **L.1.6** 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.

### Technology Standard(s)

- **8.1.P.A.5** Demonstrate the ability to access and use resources on a computing device.
- **8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **8.1.P.C.1** Collaborate with peers by participating in interactive digital games or activities.
- **8.1.P.E.1** Use the internet to explore or investigate questions with a teacher's support.

### Essential Question(s)

- What do characters do when there is a problem?
- What clues tell you why animals look as they do?
- What causes events in a story to happen?
- Why do authors put events in a certain order?
- What clues tell you what a character is like?

### Enduring Understandings

- Living things change as they grow

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>X</b>
Apply appropriate academic and technical skills	<b>X</b>
Attend to personal health and financial well-being.	<b>X</b>
Communicate clearly and effectively and with reason.	<b>X</b>
Consider the environmental, social and economic impacts of decisions	<b>X</b>
Demonstrate creativity and innovation.	<b>X</b>
Employ valid and reliable research strategies.	<b>X</b>
Utilize critical thinking to make sense of problems and persevere in solving them.	<b>X</b>
Model integrity, ethical leadership and effective management.	<b>X</b>
Plan education and career paths aligned to personal goals.	<b>X</b>

Use technology to enhance productivity.	X
Work productively in teams while using cultural global competence.	X

### Student Learning Targets/Objectives

- Listen for appropriate phrasing in oral reading.
- Use syntax/context to aid in determining meaning of oral vocabulary words.
- Learn to use weekly high frequency words.
- Learn the sound/spelling for ar.
- Identify subject pronouns.
- Identify characters, setting and plot.
- Learn the sound/spelling for or and ore.
- Make inferences and predictions about story details.
- Identify and use subject pronouns that name more than one.
- Use the prefix –re to determine the meaning of words.
- Learn sound/spelling for oo as in book.
- Identify cause and effect relationships.
- Use context to categorize and classify family words.
- Learn the sound/spelling for digraphs oo, ou, ew.
- Use pronouns and verbs in sentences.
- Identify sequence of events.
- Use context to understand the meanings of multiple meaning words.
- Learn the sound/spelling for diphthongs ou, ow.
- Use contractions in sentences.
- Describe and analyze characters.
- Identify and use contractions with not.
- Learn the sound/spelling for oi and au.
- Make inferences about characters.
- Use a thesaurus to find synonyms.

### Assessments

Weekly Spelling Tests	RF.1.2, RF.1.3, L.2.2d
Weekly Comprehension Tests	RI.1.1-1.9
Weekly Vocabulary Tests	L.1.4, L.1.5, L.1.6
Weekly Phonics Tests	L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.E, L.1.1.G
Discussion	SL.1.1- SL.1.6
Running Records/Benchmarks	RF.1.3, RF.1.4

*Teaching and Learning Actions*

<i>Instructional Strategies/Differentiation</i>	<p><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>- Breaking down the task</li> <li>- Providing step-by-step prompts</li> <li>- Repeated practice</li> <li>- Sequenced review</li> <li>- Directed questioning and responses</li> <li>- Individual/Small Group/Whole Class Instruction</li> <li>- Leveled Readers</li> <li>- Think Aloud</li> <li>- Peer Tutoring</li> <li>- Active Participation</li> <li>- Warm-Up Activities</li> <li>- Modeling</li> <li>- Conferencing</li> <li>- Centers</li> <li>- Goal Setting</li> <li>- Graphic Organizers</li> </ul>
<i>Activities: 90 minutes to include Shared Reading, Guided Reading and Centers</i>	<ul style="list-style-type: none"> <li>- Read Aloud</li> <li>- Guided Reading</li> <li>- Strategy Groups</li> <li>- Word Wall</li> <li>- Formative Assessments</li> <li>- Graphic Organizers</li> <li>- Interactive Writing</li> <li>- Teacher Modeling</li> <li>- Turn and Talk</li> <li>- Meaningful Read Life Connections</li> <li>- Smartboard/Technology</li> <li>- Slates (Dry Erase Boards)</li> <li>- Questioning Techniques</li> <li>- Teacher Modeling</li> <li>- Active Participation</li> <li>- Close Reading</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• The Tree/It Comes From Trees</li> <li>• Amazing Animals/The Ugly Duckling</li> <li>• Whistle for Willie/Pet Poems</li> <li>• A Butterfly Grows/Best Friends</li> <li>• The New Friend/Neighborhoods</li> </ul>
<b>Suggested Time</b>	8 weeks
<b>Frame:</b>	

