

Grade 1 Unit 3 Changes

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **January 27-April 6**
Status: **Published**

Stage 1: Desired Results

Students will be able to independently use their learning to

Established Goals

Reading:

- Narrative fiction vs. informational text
- Reading with accuracy and prosody
- Describe characters, setting, events, using key details from the story, identify problem and solution
- Use illustrations and details in a story to describe its characters, setting, and events
- Oral retellings without text lookback
- Discriminate between fiction and nonfiction text
- Identify author's purpose
- Explain key vocabulary in a nonfiction text
- Can form text to self and text to text comparisons about narrative stories
- Can form text to world comparisons with nonfiction texts

Guided Reading:

- By the end of unit 3, first grade students should be reading at Fountas and Pinnell instructional level H to meet expectations
- By the end of the first grade year, students should be reading at Fountas and Pinnell instructional level J to meet expectations

Writing:

- Write a narrative and informational story using complete sentences with a central idea

- All writing states the topic, includes sequential order using signal words, and has a sense of closure

Foundational Skills: "Foundations" Units 8-11

Unit 8:

- Consonant blends and digraph blends
- Blending and reading words with up to four sounds
- Segmenting and spelling words with up to four sounds
- Suffix -s added to words with four sounds
- R-controlled vowel sounds: ar, or, er, ir, ur
- High frequency trick words: would, could, should, her, over, number

Unit 9:

- Closed syllable concept with short vowels
- Close syllable vs open syllable
- Vowel team sounds for: ai, ay, ee, ea, ey, oi, oy
- High frequency trick words: say, says, see, between, each

Unit 10:

- Segmenting and blending up to 5 sounds
- Suffix -s added to words with 5 sounds
- Suffixes -ed, -ing added to unchanging basewords with closed syllables
- Vowel team sounds for: oa, oe, ow, ou, oo, ue, ew, au, aw
- High frequency trick words: any, many, how, now, down, out, about, our

Unit 11:

- Vowel-consonant-e syllable in one-syllable words
- Long vowel sounds
- High frequency trick words: friend, other, another, none, nothing

Speaking and Listening:

- follow agreed upon rules for discussion

- participate in collaborative conversations with partners and adults

Language:

- identify nouns, verbs and adjectives
- capitalization (dates and proper nouns) and punctuation
- printing all upper and lower case letters
- spell untaught words phonetically

Interdisciplinary Connections:

- Students will read nonfiction texts about how animals and people grow and change
- Students will create a timeline to show how they grow and change
- Students will learn about different life cycles of animals
- Students will write to express the love they show for their families

Standards & Indicators

LA.1.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.
TECH.8.1.2.B	Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.2.E	Students apply digital tools to gather, evaluate, and use information.
TECH.8.2.2.C	The design process is a systematic approach to solving problems.
LA.1.L.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
LA.1.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.1.L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
LA.1.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.1.RI.1.1	Ask and answer questions about key details in a text.
LA.1.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
LA.1.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.1.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.

LA.1.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.1.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.1.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.1.L.1.2.A	Capitalize dates and names of people.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
LA.1.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.
LA.1.L.1.2.B	Use end punctuation for sentences.
LA.1.L.1.2.C	Use commas in dates and to separate single words in a series.
LA.1.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.
LA.1.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.
LA.1.L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.1.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LA.1.SL.1.6	Produce complete sentences when appropriate to task and situation.
LA.1.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.1.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.1.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.1.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.1.L.1.1.A	Print all upper- and lowercase letters.
LA.1.L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LA.1.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.1.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.1.RL.1.1	Ask and answer questions about key details in a text.
LA.1.L.1.1.F	Use frequently occurring adjectives.
LA.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.1.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.

Central Ideas/Enduring Understandings

Readers decode words as they read.

Readers retell stories after they read.

Readers try to read fluently with expression.

Writers tell a story in order using complete sentences, punctuation, and capital letters.

Writers know how to write narrative and informational pieces.

Essential/Guiding Questions

How can we break down the sounds of words?

How can we put words together to form sentences?

How can we organize our sentences into stories?

How can we read like a teacher?

Content - Students will know...

vocabulary words such as: setting, characters, details, problem, solution, publish, compare, contrast, text, main idea, key details, genre, predict, summary, retelling, sequence of events, plot, goal, punctuation, text to self, text to text, text to world, message, theme, segment, syllables, blends, digraphs, vowel teams, high frequency words

Skills - Students will be skilled at...

segmenting and blending phonemes

retelling a story

reading high frequency words

reading a story, recalling key details, and writing about the story

writing a narrative and informational story

Stage 2: Assessment Evidence

Performance Task(s)

Read a fresh read and write and illustrate what the main idea is.

Other Evidence

tests and quizzes

unit assessment

MAP subtests

fluency checks

retellings

Stage 3: Learning Plan

Learning Opportunities/Strategies

- Think-Pair-Share
- Interactive Word Walls
- Partner/small group activities

- Songs/rhymes/poems
- Mystery bags
- Interactive Smartboard lessons (teacher created and Lakeshore CDs)
- Mini Lessons
- Fishbowl activities
- Technology centers
- Guided reading
- Writer's Workshop
- Graphic Organizers (Venn Diagram, story flow chart, KWL)
- Teacher chosen read alouds
- Scavenger hunts
- Book bins
- Mystery Readers
- Role playing
- Reader's Theater
- Grade level buddies

Modifications/Differentiation:

- Small group instruction
- Extended time
- My Sidewalks
- ELL readers
- Extension activities (Timeline and Valentines Day Ceremony)
- VAKT strategies
- Teacher Access / R&E services

Resources

 [Add Sub Section](#)  [Add Lesson Plan](#)  [Show Discussions](#)

- Scott Foresman Reading Street 2008 NJCCCS Edition

An Egg is an Egg (F), Nothing Fits (F); Ruby in Her Own Time (F), I'm Growing (F); Jan's New Home (F), A Letter From Jan (I); Frog and Toad Together (F), Growing Plants (I); I'm a Caterpillar (I), My Computer (I); Where Are My Animal Friends (Play), Poetry

- Time for Kids
- Scholastic News
- Brain Pop
- Have Fun Teaching
- iPads and various apps
- Smartboard lessons
- Smartexchange
- PBS Kids
- Between the Lions
- Starfall
- Audio library
- Various manipulatives (ex: letter tiles, dry erase boards and markers, play doh, sand, shaving cream, magnets, bendaroos, salt)
- Library resources
- Reading Eggs
- F&P leveled readers

Unit Reflections & Teacher Notes

