

# Grade 1 Unit 1 Communities

Content Area: **Language Arts**  
Course(s):  
Time Period: **Generic Time Period**  
Length: **September 8 - November 12**  
Status: **Published**

## **Stage 1: Desired Results**

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Students will be able to independently use their learning to:

## **Established Goals**

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Reading:

- Story retelling in detail and sequence
- Narrative story form: character, setting, main events
- Reading with accuracy prosody
- Retelling with picture notes and visualization

Guided Reading:

- By the end of unit 1, first grade students should be reading at Fountas and Pinnell instructional level D/E 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:

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

Foundational Skills: "Foundations" Units 1-3

Unit 1:

- Letter-keyword sound for consonants
- Letter-keyword sound for short vowels

- Letter Formation for lower case letters a-z
- Alphabetical order
- Sound recognition for consonants and short vowels

#### Unit 2:

- Phonemic awareness skills: sound manipulation (initial, final, medial)
- Blending and reading three-sound short vowel words
- Segmenting and spelling three-sound short vowel words
- Sentence dictation procedures: capitalization, punctuation, and proofreading procedures
- Story retelling in detail and sequence
- High frequency trick words: the, a, and, is, his, of

#### Unit 3:

- Phoneme segmentation
- Concept of consonant digraph, keywords, and sounds: wh, ch, sh, th, ck
- Spelling of ck at the end of words
- Punctuation
- High frequency tricks words: as, has, to, into, we, he, she, be, me, for, or

#### Speaking and Listening:

- Participate in collaborative conversations with partners and adults in small and larger groups
- Follow agreed-upon rules for discussions

#### Language:

- Print all upper and lowercase letters
- Spell untaught words phonetically

#### Interdisciplinary Connections:

- Build a classroom community
- Use big books and nonfiction texts to describe different communities

## Standards & Indicators

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LA.1.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.1.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.1.RF.1.3.B	Decode regularly spelled one-syllable words.
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.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.1.L.1.2.B	Use end punctuation for sentences.
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.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.1.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LA.1.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
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.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.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.

## Central Ideas/Enduring Understandings

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- Readers decode words.
- Readers retell stories.

- Writers use pictures to tell a story.
- Writers tell a story in order.
- Stories describe people, places, things, and events.

## **Essential/Guiding Questions**

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How do we make sense of words?

What do words do?

Why do we need to learn how to read?

## **Content - Students will know...**

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Key Vocabulary Terms: publish, connections, setting, main idea, syllables, problem, resolution, compare and contrast, topic, genre, key ideas, details, predict, sample, summary, plot, goal, context clue, text, text to self, text to text, text to world

- A variety of decodable and high-frequency words
- Sound-letter correspondences
- The structure of a simple sentence
- Stories are made of pictures and words

## **Skills - Students will be skilled at...**

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- segmenting and blending phonemes
- retelling a story
- writing a sentence
- reading high-frequency words

- listening to a story and recalling key details

## **Stage 2: Assessment Evidence**

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### **Performance Task(s)**

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Listen to a story. Draw and label a retelling, including beginning, middle, and end.

### **Other Evidence**

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- Tests and Quizzes
- Unit 1 Assessment
- Retellings
- Foundations Unit Assessments 1-3
- Map Testing
- F&P Benchmark #1
- Fresh Reads (independent comprehension)
- Weekly Foundations based spelling tests with unknown words

## **Stage 3: Learning Plan**

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### **Learning Opportunities/Strategies**

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- 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:

- Extended time
- Small group instruction (guided reading levels)
- Direct instruction based on assessment results
- Extension activities (speeches, presentations, reader's theater, book reports, research projects)
- ELL Readers
- My Sidewalks supplemental magazine
- VAKT strategies (shaving cream, sound boxes, sandpaper, snap cubes, vowel sticks, learning games, dice,

computer software)

## **Resources**

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- Foundations Level 1 Text

Stories: Cod Fish

- Time for Kids (informational text)
- Scholastic News (informational text)
- 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

## **Unit Reflections & Teacher Notes**

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