

# Unit #5: Growth and Change

Content Area: **Language Arts**  
Course(s): **Grade 1**  
Time Period: **Third Trimester**  
Length: **5 to 6 Weeks**  
Status: **Published**

## Unit Overview

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The theme “Growth and Change” was selected for a five to six week study that observes not only how characters grow and change but also how change occurs in nature. Students will practice routines and various activities to strengthen phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. During this unit, students will explore growth and change through the reading of fantasies, folktales, informational text, poetry, and realistic fiction. The writing focus is narrative.

## STAGE 1- DESIRED RESULTS

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**The following goals, as outlined in the NJSLS, will provide a framework for preparation and instruction in English Language Arts:**

1. Understands the key ideas and details as well as the craft and structure of literary and informational texts.
2. Integrates the knowledge and ideas found in fiction and nonfiction.
3. With prompting and support, reads literature and informational texts at grade level text complexity or above.
4. Demonstrates mastery of print concepts, phonological awareness, and applies grade level phonics and word analysis skills.
5. Reads with accuracy and fluency to support comprehension.
6. Writes and produces a variety of text types for a range of purposes.
7. Researches topics to build and present knowledge.
8. Participates in a variety of rich and structured conversations.
9. Gains control over many conventions of standard English grammar, usage and mechanics.
10. Uses grade-appropriate words by determining the meaning and expands their content-area vocabulary.

## Interdisciplinary Connections

Refer to K-2 [Career Readiness, Life Literacies, and Key Skills](#) supporting document on OnCourse.

## **2016 New Jersey Students Learning Standards- Language Arts**

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### **\* Reading Literature Text**

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#### **Key Ideas and Details**

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| LA.RL.1.1 | Ask and answer questions about key details in a text.  |
| LA.RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| LA.RL.1.3 | Describe characters, settings, and major event(s) in a story, using key details.                         |

#### **Craft and Structure**

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| LA.RL.1.4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  |
| LA.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. |
| LA.RL.1.6 | Identify who is telling the story at various points in a text.   |

#### **Integration of Knowledge and Ideas**

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| LA.RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| LA.RL.1.8 | (Not applicable to literature)   |
| LA.RL.1.9 | Compare and contrast the adventures and experiences of characters in stories.            |

#### **Range of Reading and Level of Text Complexity**

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| LA.RL.1.10 | With prompting and support, read and comprehend stories and poetry at grade level text complexity or above. |
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### **\* Reading Informational Text**

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| LA.RI.1.1 | Ask and answer questions about key details in a text.                                    |
| LA.RI.1.2 | Identify the main topic and retell key details of a text.                                |
| LA.RI.1.3 | Describe the connection between two individuals, events, ideas, or pieces of information |

in a text.

## Key Ideas and Details

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LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.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.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

## Craft and Structure

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LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.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.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

## Integration of Knowledge and Ideas

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LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## Range of Reading and Level of Text Complexity

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LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
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## \* Reading Foundations Skills

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## Print Concepts

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LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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## Phonological Awareness

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LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

## Phonics and Word Recognition

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LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.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.

## Fluency

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LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## \* Writing

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See Writing Calendar and Scope and Sequence as attached documents.

## Text Types and Purposes

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LA.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.
LA.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.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**

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LA.W.1.4	(Begins in grade 3)
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.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**

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LA.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).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.W.1.9	(Begins in grade 4)

## **Range of Writing**

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LA.W.1.10	(Begins in grade 3)
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## **\* Speaking and Listening**

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## **Comprehension and Collaboration**

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LA.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.
LA.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.SL.1.1.B	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.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.

## **Presentation of Knowledge and Ideas**

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LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.

## **\* Language**

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### **Conventions of Standard English**

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LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.1.A	Print all upper- and lowercase letters.
LA.L.1.1.B	Use common, proper, and possessive nouns.
LA.L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LA.L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
LA.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).
LA.L.1.1.F	Use frequently occurring adjectives.
LA.L.1.1.G	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
LA.L.1.1.H	Use determiners (e.g., articles, demonstratives).
LA.L.1.1.I	Use frequently occurring prepositions (e.g., during, beyond, toward).
LA.L.1.1.J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.1.2.A	Capitalize dates and names of people.
LA.L.1.2.B	Use end punctuation for sentences.
LA.L.1.2.C	Use commas in dates and to separate single words in a series.
LA.L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### **Knowledge of Language**

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LA.L.1.3	(Begins in grade 2)
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## Vocabulary Acquisition and Use

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LA.L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.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.L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LA.L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
LA.L.1.5.B	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
LA.L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
LA.L.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
LA.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 (e.g., because).

## Essential Questions

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- **How do living things grow and change?**
- **Why is important to take care of living things?**
- **How are all living things alike? (e.g., *People, plants and animals*)**

## Enduring Understanding

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*Students will understand that....*

- a story structure includes narrative elements such as characters, setting, and plot.
- clues called text evidence can help them understand characters, setting, and events.
- rhyme and rhythm is a device often used in poetry.

## **Students will know...**

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- that story structure includes narrative elements.
- how to draw conclusions
- how to use context clues
- how to determine cause/effect
- how to identify figurative language
- how to understand and describe connections between characters

## **Students will be able to...**

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- analyze and evaluate the reasons an author give to support points
- visualize story details
- monitor/clarify understanding while reading
- recount events from a story or informational text

## **STAGE 2- EVIDENCE OF LEARNING**

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### **Formative Assessment Suggestions**

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- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Edmentum
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check



- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

### **Summative Assessment Suggestions**

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- DIBELS
- DRA
- DRA Progress Monitoring
- Cold Reads
- Teacher-Created assessments
- Unit tests
- Published writing samples
- Performance Based Tasks
- WTW Spelling Inventories
- Edmentum

### **Alternative Assessments Suggestions**

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- Center Work
- Project Based Learning
- Writing Template
- Tools for Thoughtful Assessment

### **Benchmark Assessments**

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- Journeys Benchmark Assessments Units 3 & 5

## **STAGE 3- LEARNING PLAN**

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### **Instructional Map**

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#### **Activities:**

- use graphic organizers as a prewriting tool
- vocabulary instruction including words sorts, semantic maps, use of context clues, use of pictorial clues
- use retelling strategy to guide students in identifying main idea and key details
- know and apply grade-level phonics and word analysis skills in decoding words.
- use the illustrations and details in a text to describe its key ideas

### **Modifications/Differentiation of Instruction**

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#### **Modification Strategies**

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##### Differentiation Strategies for Special Education Students

- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge

- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

### Differentiation Strategies for Gifted and Talented Students

- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies
- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas

### Differentiated Strategies for ELL Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials, including visuals
- Use technology, if available and appropriate

- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Allow students to work at their own pace
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Role play
- Provide graphic organizers, highlighted materials
- Strategy and flexible groups based on formative assessment

### Differentiation Strategies for At Risk Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment

### **504 Plans**

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep

- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations

- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Menu Assignments
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

## **Low Preparation Differentiation**

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- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Extend Skills
- Mini Workshops to Re-teach
- Open-ended Activities
- Think-Pair-Share by Interest
- Think-Pair-Share by Learning Style
- Think-Pair-Share by Learning Style
- Think-Pair-Share by Readiness
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## Horizontal Integration- Interdisciplinary Connections

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### Science: Life Cycle

Help children identify what a plant needs to grow from a seed, to a full grown plant, such as water, soil, light, air and space to grow. Have the children identify the various part of a plant on a diagram and describe their function. Together make a list of living and non-living things in the text, and discuss how some non-living things, such as soil and rain, help trees grow.

### Social Studies: Social Relationships (Pets)

With the children, brainstorm a list of animals that would make a good pet. Then make a list of animals that would not make a good pet. Discuss with children what makes a good pet owner. Work with children to make a list of ways that they can show respect and kindness toward pets and other animals. Discuss why this is important.

SOC.6.1.2.HistoryUP.2

Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

1-LS1-2.LS1.B

Growth and Development of Organisms

1-LS3-1.LS3.A

Inheritance of Traits

## Vertical Integration- Discipline Mapping

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The curriculum map in Grades 1 – 5 focus on several domains that are developed and reviewed across units. Life science, community, social relationships, cultures and are all domains that are spiraled across the grades.

- In life science students explore animals by learning about how they communicate, their traits, habitats, life cycles and behaviors.
- Students will learn the functional processes of a community including community types, and active membership.
- Students will explore social relationships. They will find out what is important about being a friend, become aware of their feelings and emotions, gain appreciation for differences and unique characteristics of others.
- Cultural awareness is heightened through developing in-depth knowledge of history, traditional stories, historical figures and documents, and traditions.
- American History is presented through texts that include the settling and agricultural challenges faced in the west by pioneers, character traits of successful leaders and inventors, and the opinions that led to the fight for freedom and development of the American government.

## Additional Materials

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## **Suggested Resources & Materials:**

### Journeys Paired Selections

- *Frog and Toad Together “The Garden”/Garden Good Guys*
- *Amazing Animals/The Ugly Duckling*
- *Whistle for Willie/Pet Poems*
- *A Tree is a Plant/Grow, Apples Grow!*
- *The New Friend/ Symbols of our Country*

### Journeys Big Books

- Up, Down, and Around

### Guided Reading

- Journeys Leveled readers (Below, On, Above, ELL and Vocabulary Readers)
- Reading A-Z leveled text
- Scholastic Leveled Readers

### Independent Reading/Research

- 100 Book Challenge Books
- Various newspapers & magazines
- [www.readworks.org](http://www.readworks.org)

### Writing:

- District approved Scope and Sequence, Lesson Plans and Organizers

### Websites:

- [www.literactive.com](http://www.literactive.com)



- [www.reading.org](http://www.reading.org)
- [www.fcrr.org](http://www.fcrr.org)
- [www.starfall.com](http://www.starfall.com)
- [www.roythezebra.com](http://www.roythezebra.com)
- [www.readworks.org](http://www.readworks.org)
- [www.readinga-z.com](http://www.readinga-z.com)