

# Unit 2 English Language Arts Grade 1:

Content Area: **Language Arts**  
Course(s): **Generic Course**  
Time Period: **Marking Period 2**  
Length: **October-December**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

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.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.
CCSS.ELA-Literacy.RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.
CCSS.ELA-Literacy.RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CCSS.ELA-Literacy.RF.1.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CCSS.ELA-Literacy.RF.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.
CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- How can narratives help comprehension of a story?
- How can visualizing and sequencing events of a story help to comprehend it?
- How does summarizing help understand a selection?
- What is the difference between common and proper nouns?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- By identifying main idea and details to summarize a story students can better comprehend what has been read.
- Exact names of people, days, months, and holidays are proper nouns?
- Narratives help sequence events of a story giving details regarding what happened, use temporal words to signal events order, and provide some sense of closure.
- Picturing what has been read and recalling events in order helps better understand the text.

## **Content**

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The Student Will Be Able To:

- Use The test strategy Right There
- Write a narrative story
- Identify Main Idea and Details
- Retell a story
- Sequence events of a story
- Decode Short o, e, and u
- Identify spelling patterns
- Identify and apply digraphs sh and th
- Identify and apply blends bl-, cl-, fl-, gl-, pl-, and sl-
- Use the test feature of diagram, dictionary, directions, and signs
- Recognize a noun as a person, place, or thing
- Distinguish between the correct use of common and proper nouns, including plural nouns
- Understand the strategy summarize
- Reinforce the concepts of print
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## **Assessment**

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Fountas & Pinnell: Benchmarking Fall, Winter, Spring

Aimsweb: Benchmarking Fall, Winter, Spring

## **Resources**

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Treasures Student book

Student on level practice book

Student beyond level practice book

Student Grammar workbooks

Student Spelling workbooks

Workstations Flipcharts

Journals

Sound boxes

ActivBoard Flipcharts

Teaching Chart

Leveled Library

High Frequency Word Cards

Guided Reading Leveled Books

Decodable readers

Various Big Books

Various classroom literature and literature from the school library