

Unit 3 English Language Arts Grade 1

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

Established Goals/Standards

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

LA.1.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.1.CCSS.ELA-Literacy.CCRA.R.1	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.
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.1.5.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.
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	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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.1.3.c	Know final -e and common vowel team conventions for representing long vowel sounds.
CCSS.ELA-Literacy.RF.1.3.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
CCSS.ELA-Literacy.RF.1.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.
CCSS.ELA-Literacy.RF.1.4.a	Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.1.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
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.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.

Essential Questions

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

- How does analyzing story structure help when you read a selection?
- How does making predictions as you read help you understand the story?
- What is the role of a verb in a sentence?
- When and where can you use a personal narrative?

Enduring Understanding

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

- A verb is a word in a sentence that shows action.
- Good readers make predictions and then confirm or revise them to help them better understand the story.
- Paying attention to what happens in the beginning, middle, and end of a story helps understand the story structure better.
- You can use a personal narrative when writing letters using the words I, me, or my.

Content

The Student Will Be Able To:

- Make Predictions
- Compare and Contrast Stories
- Write Personal Narratives in a letter format
- Decode and blend long a spelled a _ e
- Decode and blend long i spelled i _ e
- Recognize and spell digraphs ch, -tch, wh-
- Recognize and spell triple-consonant blends scr-, spl-, spr-, str-
- understand and use the text features map, chart, numerical list, periodicals/newspapers
- Understand and correctly use verbs and identify verbs in a sentence
- Identify main idea and details
- build fluency
- Read to apply the strategy Analyze story structure
- Read to apply the skill Make Predictions
- Use commas in letter greetings and closings
- Use academic language compare and contrast
- Identify sound-letter correspondence
- Identify one- and two-syllable words

Assessment

Fountas & Pinnell: Benchmarking Fall, Winter, Spring

Aimsweb: Benchmarking Fall, Winter, Spring

Resources

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