

BELLEVILLE PUBLIC SCHOOLS
Department of Instruction

Curriculum Guide

English Language Arts
Grade 1

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Board Approved:

First grade

Introduction: This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year. Below is a series of important points about this supplement and the English language arts course.

The first grade curriculum is aligned with both the new National Common Core Standards and the 21st century themes and mandates set forth in the 2010 New Jersey Core Curriculum Content Standards. Both sets of standards demand that language arts curricula work to promote the selection of increasingly complex texts, a balanced approach to understanding fictional and informational writing, and the integration of technology into the classroom. This document ensures that all English Language Arts standards will be met over the duration of the course. As well, the documents specifically cross-reference the four 21st Century themes (Global Awareness; Civic Literacy; Financial, Economic, Business and Entrepreneurial Literacy; and Health Literacy) and primary inter-disciplinary connections.

Mapping/Sequence: The format in which the curriculum is written follows the parameters of Understanding by Design. Each new course curriculum document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates both required and suggested works, activities, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands.

The first grade curriculum is divided into 6 sequential, thematic units that work to develop literacy skills while fostering understanding of the world. At the first grade level, specific attention was paid to supporting flexible reading groups which will work to reduce referrals to special education for students with reading problems.

Pacing: Each of the units provides a time frame of varying lengths between 2 and 8 weeks taking into consideration the need to conduct on-going formative assessments as well as summative assessments that will drive further instruction of subsequent units.

Resources: In each unit, both electronic and text resources are listed. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. Other valuable sites that should be referenced in planning are <http://www.corestandards.org/the-standards/english-language-arts-standards> and <http://www.commoncore.org/maps/>.

Understanding By Design Unit Template

Title of Unit	Unit 1 –Good Times We Share	Grade Level	1
Curriculum Area	English/Language Arts	Time Frame	5 weeks
Developed By	Belleville Faculty		
Desired Results (Stage 1)			
Established Goals/Standards			
<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>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.</p> <p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>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.</p>			

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6. Produce complete sentences when appropriate to task and situation.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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).

5.1 All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science

6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Transfer

Students will be able to independently use their learning to...

T1 appreciate the traits and characteristics that make each person unique and use them to build diverse relationships.

T2 express their views clearly in speaking and writing.

21st Century Interdisciplinary Themes:☒ **Global Awareness**☐ **Civic Literacy**☐ **Financial, economic, business, and entrepreneurial literacy**☒ **Health Literacy****Meaning****Understandings****Students will understand that...****U1-** a story's structure helps a reader understand better.**U2-** author's write stories for a purpose.**U3-** people should be valued for their talents and differences.**Essential Questions****Students will keep considering...****Q1-** How do readers make sense of what they read?**Q2-** What makes a person special?**Q3-** How can we express ourselves clearly to others?**Acquisition****Knowledge**

Students will know...

K1- that stories have characters and a setting.**K2-** that stories have a beginning, middle, and end.**K3-** that stories are written with a purpose.**K4-** that everyone has something that makes them special.**K5-** thematic vocabulary.**K6-** phonemic awareness of short /a/, short /i/, r blends, and final blends – nd, –st, –nt, –nk.**K7-** sentences are a group of words that express an idea.**Skills**

Students will be able to...

S1- identify the characters and setting in a story.**S2-** identify the beginning, middle, and end of a story.**S3-** draw conclusions about why an author wrote a particular story.**S4-** write or draw a picture about what makes someone they know special.**S5-** utilize thematic vocabulary.**S6-** identify, read, and spell words with short /a/, short /i/, r blends, and final blends –nd, –st, –nt, –nk.**S7-** create sentences that express an idea.

Evidence (Stage 2)		
Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence
T1, T2 Q1, Q2 U1, U2, U3	Being A Writer Rubric Teacher-created project rubric	<u>Transfer Task(s)</u> formative <ol style="list-style-type: none"> Task: TLW express their views through speaking and writing by recognizing the five senses and generating sensory images through the use of Being A Writer Teaching Ideas activities. The goal is to recognize where authors get their ideas and how sensory images can make the content of writing clear. Begin to implement standard use of conventions throughout student work.
		Summative <ol style="list-style-type: none"> Task: TLW use the terms first, next, then, and last to begin to write and orally summarize a story having a bold beginning, a mighty middle, and an excellent ending. The goal is to write a well-organized writing. Task: TLW appreciate the traits and characteristics that make each person unique and use them to build diverse relationships by creating their own baby book from birth to present. The goal is to demonstrate and identify growth and change within themselves.
K1, K2, K3, K4, K5, K6, K7 S1, S2, S3, S4, S5, S6, S7		<u>Other Evidence</u> Formative Observations Running records Conferences Weekly assessments Literacy centers Daily journal Working portfolios
		Summative (Required) <ol style="list-style-type: none"> Showcase portfolios Unit assessments

Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
	Read Aloud: Level 1 - 30 minutes per day	Being A Writer Leveled Readers Decodable Readers Scott Foresman Chapter book read alouds – Judy Moody Gets Famous by Megan McDonald Treasure Chest A-Z Readers (leveled readers) Running Record Words Their Way
	Running Records (Treasures) - One per student per unit	
	Guided Reading – 5 times/week for Approaching Level - 3 times/week for On Level - 2 times/week for Beyond Level	
	Intervention Strategies (20-25 minutes/day) -Read Aloud (Double-dose) -Decodable Readers -Treasure Chest	
	Literacy Centers – tiered for differentiation	
	Portfolios	
	Daily writing activity	
	Teacher modeled independent reading	
	Suggested Activities	
	"Star Day" – each child is assigned a Friday to create their own unique poster about themselves. To be continued throughout the school year.	Suggested Resources
	Hang student artwork or stories in public places such as the public library or throughout the school.	Wee Writing www.spellingcity.com

Learning Plan (Stage 3)

	Make a "good quality" linked paper chain and connect everyone's links in the class.	www.brainpop.com www.worldbookonline.com www.abcya.com http://www.aces.edu/fourh/programs/docs/cloverbuds/1%20am%20Special.pdf www.discoveryeducation.com
	"Favorites Game" – have an inside and outside circle of children facing each other. Give them a topic (favorite game, favorite food, favorite candy, etc.) and rotate one of the circles.	
	Suggested Ideas Being A Writer readings – Dinosaur Bones by Bob Barner, Wallace's Lists by Barbara Bottner and Gerald Krugl, The Important Book by Margaret Wise	

Understanding By Design Unit Template

Title of Unit	Unit 2 – Take A Closer Look	Grade Level	1
Curriculum Area	English/Language Arts	Time Frame	4 weeks
Developed By	Belleville Faculty		
Desired Results (Stage 1)			
Established Goals/Standards			
<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p>			

- 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.
- 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.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 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.
- 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).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 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.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- 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).
- 5.1 All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science
- 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- 6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- 8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively

and to create and communicate knowledge.

Transfer

Students will be able to independently use their learning to...

T1 acquire the knowledge needed to work together in a group setting to accomplish a task.

T2 express their views clearly in speaking and writing.

21st Century Interdisciplinary Themes:

X Global Awareness

X Civic Literacy

 Financial, economic, business, and entrepreneurial literacy

X Health Literacy

Meaning

Understandings

Students will understand that...

U1- stories can be summarized and retold by referring to the main idea and details.

U2- making predictions about a story based on previewing the title and illustrations provide insight.

U3- working together makes getting tasks done in a more effective manner.

Essential Questions

Students will keep considering...

Q1- How do readers make sense of what they read?

Q2- How can we express ourselves clearly to others?

Q3- How do people help one another?

Q4- How do animals help each other?

Acquisition

Knowledge

Students will know...

K1- the main idea summarizes the story.

K2- strategies for making predictions.

K3- thematic vocabulary.

K4- phonemic awareness of short /o/, short /e/, short /u/, digraphs: sh and th, blends: bl, cl, fl, gl, pl, sl.

K5- nouns are people, places, and things.

Skills

Students will be able to...

S1- summarize and retell a brief story.

S2- make predictions based on observations of title and illustrations.

S3- utilize thematic vocabulary.

S4- identify, read, and spell words with short /o/, short /e/, short /u/, digraphs: sh and th, blends: bl, cl, fl, gl, pl, sl.

S5- categorize nouns that are people, places, and things.

Evidence (Stage 2)		
Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence
T1, T2 Q1, Q2 U1, U2	Being A Writer rubric Teacher-created project rubric	<u>Transfer Task(s)</u> formative <ol style="list-style-type: none"> Task: TLW express their views through speaking and writing by grabbing the reader's attention with a bold beginning, adding details to develop a mighty middle, and wrap up the details with an excellent ending through the use of Being A Writer Teaching Organization activities. The goal is to organize ideas in their own writing with a logical sequence to make the content of writing clear. Continue to implement standard use of conventions throughout student work.
		Summative <ol style="list-style-type: none"> Task: TLW refer to the title and illustrations to make a prediction based on viewing various types of texts. The goal is to use details to further comprehension. Task: TLW acquire the knowledge needed to work together in a group setting to accomplish a task by taking on assigned roles to execute a given task. The goal is to understand responsibility, leadership roles, and cooperation in a group setting.
K1, K2, K3, K4, K5, S1, S2, S3, S4, S5,		<u>Other Evidence</u> Formative Observations Running records Conferences Weekly assessments Literacy centers Daily journal Working portfolios
		Summative (Required) Showcase portfolios Unit assessments

Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
	Read Aloud: level 1 - 30 minutes per day	Being A Writer Leveled Readers Decodable Readers Scott Foresman Chapter book read alouds – The SOS File by Betsy Byars, Laurie Myers, and Betsy Duffey Treasure Chest A-Z readers (leveled readers) Running Record
	Running Records - One per student per unit	
	Guided Reading – 5 times/week for Approaching Level - 3 times/week for On Level - 2 times/week for Beyond Level	
	Intervention Strategies (20-25 minutes/day) -Read Aloud (Double-dose) -Triumphs -Decodable Readers -Treasure Chest	
	Literacy Centers - tiered for differentiation	
	Portfolios	
	Daily writing activity	
	Teacher modeled independent reading	
	Suggested Activities	
	A group tries to create a unified story from a set of sequential pictures. The pictures are randomly ordered and handed out. Each person has a picture but cannot show it to others. By describing the picture, students will order the story.	Suggested Resources

Learning Plan (Stage 3)

	"Clifford" episodes and coordinating activities	Wee Writing www.spellingcity.com
		www.brainpop.com
		www.worldbookonline.com
		www.abcya.com
		http://www.scholastic.com/cliffordbebig/big_ideas/episode-activity-04.htm
		www.dicosveryeducation.com
		Suggested Organization Being A Writer readings – Diary of a Spider by Doreen Cronin, When I Was Little by Jamie Lee Curtis, Mercy Watson Fights Crime by Kate DiCamillo, and The Book of Bad Ideas by Laura Huliska-Beath

Understanding By Design Unit Template

Title of Unit	Unit 3 – Let’s Learn Again	Grade Level	1
Curriculum Area	English/Language Arts	Time Frame	8 weeks
Developed By	Belleville Faculty		
Desired Results (Stage 1)			
Established Goals/Standards			
<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>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.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p>			

- RF.1.1. Demonstrate understanding of the organization and basic features of print.
 - RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - 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.
 - 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.
 - 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.
 - W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
 - 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.
 - 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).
 - W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
 - 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.
 - SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 - 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.
 - SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 - SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
 - SL.1.6. Produce complete sentences when appropriate to task and situation.
 - L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 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.
 - L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - 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).
- 5.1 All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends,

refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science

6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Transfer

Students will be able to independently use their learning to...

T1 use their imagination creatively to express their ideas.

T2 express their views clearly through speaking and writing.

21st Century Interdisciplinary Themes:

☐ Global Awareness

☐ Civic Literacy

☒ Financial, economic, business, and entrepreneurial literacy

☒ Health Literacy

Meaning

Understandings

Students will understand that...

U1- visualizing a story helps to create an image to enhance comprehension.

U2- similarities and differences can be found within stories.

U3- stories can be sequenced by identifying the beginning, middle, and end.

U4- good readers make inferences to help them understand what they read.

U5- by asking questions they will further their understanding and knowledge

Essential Questions

Students will keep considering...

Q1- How do readers make sense of what they read?

Q2- How can we express ourselves clearly to others?

Q3- How can asking questions lead to new ideas and understandings?

Q4- What are ways that I can help those around me?

Acquisition

Knowledge

Students will know...

K1- the different elements of a story.

K2- skills that help enhance their comprehension of the story, such as

- visualizing
- making inferences
- sequencing

K3- thematic vocabulary.

K4- phonemic awareness of long /a/a_e, long /i/i_e, s blends, consonant digraphs: ch, -tch, wh-; triple consonant blends: scr-, spl-, spr-, str-.

K5- verbs are actions words.

Skills

Students will be able to...

S1- compare and contrast elements of a story.

S2- visualize to create a picture in their mind.

S3- identify the beginning, middle, and end of a story.

S3- utilize thematic vocabulary.

S4- identify, read, and spell long /a/a_e, long /i/i_e, s blends, consonant digraphs: ch, -tch, wh-; triple consonant blends: scr-, spl-, spr-, str-.

S5- act out verbs as actions.

Evidence (Stage 2)		
Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence
T1, T2 Q1, Q2, Q3, Q4 U1, U2, U3, U4	Being A Writer rubric Teacher-created project rubric	<u>Transfer Task(s)</u> formative <ol style="list-style-type: none"> 1. Task: TLW create and use their imagination to express their visualization of a story they read using props and simple costumes to illustrate comprehension of story elements. The goal is to have students continue to work together and ask questions allowing them to understand the different group roles and express their creativity. 2. Task: TLW express their views through speaking and writing by asserting their own voice and way of looking at an idea using Being A Writer Teaching Voice activities. The goal is to use vivid verbs as well as colorful adjectives to grasp the reader's attention. Continue to implement standard use of conventions throughout student work.
		Summative <ol style="list-style-type: none"> 1. Task: TLW listen to read aloud selections and either draw or write what they are visualizing in their minds and compare and contrast the pictures created based on visualization. The goal is to understand that visualizations can be similar or different.
K1, K2, K3, K4, K5 S1, S2, S3, S4, S5		<u>Other Evidence</u> Formative Observations Running records Conferences Weekly assessments Literacy centers Daily journal Working portfolios

Evidence (Stage 2)		
Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence
		Summative (Required) Showcase portfolios Unit assessments

Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
	Read Aloud: Level 1 - 30 minutes per day	Read Aloud Being A Writer Leveled Readers Decodable Readers Stories to be used in the theme Imagine That from Treasures – Scott Foresman Chapter book read aloud – Show Time at Polk Street School by Patricia Reilly Giff Treasure Chest A-Z Readers (leveled readers) Running Record
	Running Records - One per student per day	
	Guided Reading – 5 times/week for Approaching Level - 3 times/week for On Level - 2 times/week for Beyond Level	
	Intervention Strategies (20-25 minutes/day) -Read Aloud (Double-dose) -Decodable Readers -Treasure Chest	
	Literacy Centers – tiered for differentiation	
	Portfolios	
	Daily writing activity	
	Teacher modeled independent reading	
	Suggested Activities	
	Use creative story starters such as: What if a pencil came to life at school? What if your favorite stuffed animal came to life and started talking?	Suggested Resources

Learning Plan (Stage 3)

	Imagine your world "At the airport" scholastic.com lesson	Wee Writing www.spellingcity.com
		www.brainpop.com
		www.worldbookonline.com
		www.abcya.com
		At the airport lesson http://www2.scholastic.com/browse/lessonplan.jsp?id=1109
		Suggested Voice Trait readings – The Way I Feel by Janan Cain, I Am Too Absolutely Small for School by Lauren Child, Fidgety Fish by Ruth Galloway, The Blue Day Book for Kids by Bradley Trevor Greive, and Don't Let the Pigeon Drive the Bus by Mo Willems

Understanding By Design Unit Template

Title of Unit	Unit 4 – Favorite Things Old and New	Grade Level	1
Curriculum Area	English/Language Arts	Time Frame	2 weeks
Developed By	Belleville Faculty		
Desired Results (Stage 1)			
Established Goals/Standards			
<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>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.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p>			

- RF.1.1.** Demonstrate understanding of the organization and basic features of print.
- RF.1.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.4.** Read with sufficient accuracy and fluency to support comprehension.
- 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.
- 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.
- 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.
- W.1.5.** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 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.
- 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).
- W.1.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 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.
- SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.
- SL.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6.** Produce complete sentences when appropriate to task and situation.
- L.1.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- L.1.5.** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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).

5.1 All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science

6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Transfer

Students will be able to independently use their learning to...

T1 explore plants and animals in their natural habitat.

T2 identify how weather affects our way of life.

T2 express their views clearly through speaking and writing.

21st Century Interdisciplinary Themes:

X Global Awareness

X Civic Literacy

X Financial, economic, business, and entrepreneurial literacy

X Health Literacy

Meaning

Understandings

Students will understand that...

Essential Questions

Students will keep considering...

<p>U1- good readers make inferences to help them understand what they read.</p> <p>U2- similarities and differences can be found within stories.</p> <p>U3- our environment is affected by many things.</p>	<p>Q1- How do readers make sense of what they read?</p> <p>Q2- How can we express ourselves clearly to others?</p> <p>Q3- How is my environment like those of others around me?</p> <p>Q4- How does the weather affect our daily lives?</p>
<h2 style="text-align: center;">Acquisition</h2>	
<p>Knowledge</p> <p>Students will know...</p> <p>K1- good readers make inferences to help them understand what they read and reread content to better comprehend information.</p> <p>K2- similarities and differences can be found within stories.</p> <p>K3- thematic vocabulary</p> <p>K4- phonemic awareness of long /o/o_e, long /u/u_e, long /a/ay, ai; long /e/ee,ea,-y</p> <p>K5- verbs are actions words</p>	<p>Skills</p> <p>Students will be able to...</p> <p>S1- make inferences to help them comprehend stories.</p> <p>S2- compare and contrast elements of a story.</p> <p>S2- utilize thematic vocabulary</p> <p>S3- identify, read, and spell words with long /o/o_e, long /u/u_e, long /a/ay, ai; long /e/ee,ea,-y</p> <p>S4- verbs are actions words</p>

Evidence (Stage 2)		
Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence
T1, T2 Q1, Q2 U1, U2	Being A Writer Teacher-created project rubric	<u>Transfer Task(s)</u> formative <ol style="list-style-type: none"> 1. Task: TLW explore plants and animals in their natural habitat and how weather affects our way of life by planting seeds and making observations based on growth. The goal is understand how weather and habitat affect the growth of plants and what animals can live in that environment. 2. Task: TLW express their views through speaking and writing by selecting words carefully to craft fluent sentences and create a lasting image in the reader's mind using Being A Writer Teaching Word Choice activities. The goal is to use parts of speech to convey meaning in a fluent sentence. Continue to implement standard use of conventions throughout student work.
		Summative <ol style="list-style-type: none"> 1. Task: TLW make inferences and record observations of plants. The goal is to compare and contrast results.
K1, K2, K3, K4, K5 S1, S2, S3, S4		<u>Other Evidence</u> Formative Observations Running records Conferences Weekly assessments Literacy centers Daily journal Working portfolios

Evidence (Stage 2)		
Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence
		Summative (Required) Showcase portfolios Unit assessments

Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
	Read Aloud: Level 1 - 30 minutes per day	Being A Writer Leveled Readers Decodable Readers Chapter book read aloud – Junie B. Jones Has a Peep in her Pocket by Barbara Park Treasure Chest A-Z Readers (leveled readers) Running Record (Treasures) Words Their Way
	Running Records - One per student per unit	
	Guided Reading – 5 times/week for Approaching Level - 3 times/week for On Level - 2 times/week for Beyond Level	
	Intervention Strategies (20-25 minutes/day) -Read Aloud (Double-dose) -Triumphs -Decodable Readers -Treasure Chest	
	Literacy Centers – tiered for differentiation	
	Portfolios	
	Daily writing activity	
	Teacher modeled independent reading	
	Suggested Activities	
	Graph the weather (ongoing activity) and use Weather Wiz Kids website to understand different types of weather.	Suggested Resources
	Make a class rainbow tracing different their hands with rainbow colored construction paper.	Wee Writing www.spellingcity.com

Learning Plan (Stage 3)

	Use In the city: City Critters – Magic School Bus website activity about animal habitats	www.brainpop.com www.worldbookonline.com www.discoveryeducation.com www.abcya.com Weather Wiz Kids - http://www.weatherwizkids.com/ In the city: City Critters http://www.scholastic.com/magicschoolbus/parentteacher/activities/city.htm Suggested Word Choice Trait readings – Fancy Nancy by Jane O'Connor, Some Smug Slug by Pamela Edwards and Henry Cole, Four Famished Foxes and Fosdyke by Pamela Edwards and Henry Cole, and School Picture Day by Lynne Plourde

Understanding By Design Unit Template

Title of Unit	Unit 5 – Take Me There	Grade Level	1
Curriculum Area	English/Language Arts	Time Frame	6 weeks
Developed By	Belleville Faculty		
Desired Results (Stage 1)			
Established Goals/Standards			
<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>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.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p>			

- RF.1.1. Demonstrate understanding of the organization and basic features of print.
- RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- 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.
- 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.
- 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.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 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.
- 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).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 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.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- 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).

5.1 All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science

6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Transfer

Students will be able to independently use their learning to...

T1 determine characteristics that qualify whether a scenario is fact or fiction.

T2 express their views clearly in speaking and writing.

21st Century Interdisciplinary Themes:

☐ Global Awareness

☐ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy

☒ Health Literacy

Meaning

Understandings

Students will understand that...

U1- by analyzing the plot, you can identify a problem that a character wants to solve or fix.

U2- good readers make inferences to help them understand what they read.

U3- when one event happens, another will occur.

U4- categorizing information improves understanding.

Essential Questions

Students will keep considering...

Q1- How do readers make sense of what they read?

Q2- How can we express ourselves clearly to others?

Q3- What lessons can be learned from a story?

Q4- What predictions can I make based on previous knowledge to determine an effect?

Acquisition

Knowledge

Students will know...

K1- how to relate a character's actions to the plot of a story.

K2- how to use illustrations and titles to better understand the story.

K3- a cause is the reason something happens and the effect is the thing that happens.

K4- items can be grouped based on characteristics.

K5- thematic vocabulary

K6- phonemic awareness of long /o/oa, ow, long /i/i,y, igh, r-controlled vowels

K7- adjectives are describing words

Skills

Students will be able to...

S1- analyze the plot structure.

S2- make inferences to help them comprehend stories.

S3- make predictions of an effect based on the cause.

S4- classify and categorize

S5- utilize thematic vocabulary

S6- identify, read, and spell words with /o/oa, ow, long /i/i,y, igh, r-controlled vowels

S7- recognize that adjectives describe shape, size, color, and amount

Evidence (Stage 2)		
Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence
T1, T2 Q1, Q2, Q3, Q4, Q5 U1, U2, U3, U4	Being A Writer Teacher-created project rubric	<u>Transfer Task(s)</u> formative 1. Task: TLW determine characteristics that qualify whether a scenario is fact or fiction by comparing and contrasting nonfiction frog and stories to the <u>Frog and Toad</u> series by Arnold Lobel. The goal is to recognize characteristics that qualify whether a story is fact or fiction. 2. Task: TLW role play an emergency situation, such as calling 911, to understand cause and effect. 3. Task: TLW express their views through speaking and writing by creating sentences with differing beginnings and lengths using Being A Writer Teaching Sentence Fluency activities. The goal is to read sentences aloud to check how they sound to confirm sentence fluency. Continue to implement standard use of conventions throughout student work.
		Summative (Required) 1. Task: TLW create their own piece of writing based on a lesson or problem that they identified, that was learned from a story that was read to them. 2. Task: TLW create their own storybook cover and have children make predictions based on a partner's illustrations and title.
K1, K2, K3, K4, K5, K6, K7 S1, S2, S3, S4, S5, S6, S7		<u>Other Evidence</u> Formative <ul style="list-style-type: none"> Observations Running records Conferences Weekly assessments Literacy centers Daily journal Working portfolios

Evidence (Stage 2)		
Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence
		Summative Showcase portfolios Unit assessments

Learning Plan (Stage 3)

Checks for alignment and best practice

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
	Read Aloud: Level 1 - 30 minutes per day	Being A Writer Leveled Readers Decodable Readers Scott Foresman Chapter book read alouds – James and the Giant Peach by Roald Dahl, Frog and Toad series by Arnold Lobel Treasure Chest A-Z Readers (leveled readers) Running Record
	Running Records - One per student per unit	
	Guided Reading – 5 times/week for Approaching Level - 3 times/week for On Level - 2 times/week for Beyond Level	
	Intervention Strategies (20-25 minutes/day) -Words Their Way -Decodable Readers -Treasure Chest	
	Literacy Centers - tiered for differentiation	
	Portfolios	
	Daily writing activity	
	Teacher modeled independent reading	
	Suggested Activities	
	Determine if different scenarios are fact or fiction using online stories.	Suggested Resources
		Wee Writing www.spellingcity.com

Learning Plan (Stage 3)

		www.brainpop.com www.worldbookonline.com www.abcya.com www.discoveryeducation.com Fact or Fiction stories - http://www.studyzone.org/testprep/ela4/i/fictionnonp1st.cfm and http://www.studyzone.org/testprep/ela4/a/fictionnonfictionp.cfm Suggested Sentence Fluency Trait readings – Hoops by Christopher Canyon, Cha-Cha Chimps by Julia Durango, and Don't Take Your Snake for a Stroll by Garrison Keillor

Understanding By Design Unit Template

Title of Unit	Unit 6 –Surprise Me!	Grade Level	1
Curriculum Area	English/Language Arts	Time Frame	6 weeks
Developed By	Belleville Faculty		
Desired Results (Stage 1)			
Established Goals/Standards			
<p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>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.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>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.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p>			

- RF.1.1. Demonstrate understanding of the organization and basic features of print.
- RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- 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.
- 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.
- 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.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 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.
- 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).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 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.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- 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).

5.1 All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science

6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Transfer

Students will be able to independently use their learning to...

T1 explore beyond their typical daily surroundings.

T2 express their views clearly in speaking and writing.

21st Century Interdisciplinary Themes:

 X Global Awareness

 X Civic Literacy

 X Financial, economic, business, and entrepreneurial literacy

 Health Literacy

Meaning

Understandings

Students will understand that...

U1- good readers draw conclusions from the inferences they made.

U2- illustrations provide details that can further explain the text.

U3- making predictions provides insight to a text.

U4- categorizing information improves understanding.

U5- similarities and differences can be found within stories.

Essential Questions

Students will keep considering...

Q1- How do readers make sense of what they read?

Q2- How can we express ourselves clearly to others?

Q3- What interests do I have that can lead to a hobby or job?

Q4- How do animals grow and change?

Q5- What can I do to reduce, reuse, and recycle?

Acquisition

Knowledge

Students will know...

K1- how to draw conclusions.

K2- how to use illustrations and titles to better understand the story.

K3- strategies for making predictions.

K4- thematic vocabulary.

K5- phonemic awareness of diphthong /ou/ou,ow, variant vowels /u/oo, /o/au,aw; diphthong /oi/oi,oy.

K6- subjects are who or what the sentence is about.

Skills

Students will be able to...

S1- draw conclusions based on inferences.

S2- use illustrations to extend their knowledge.

S3- make predictions.

S4- classify and categorize.

S5- utilize thematic vocabulary.

S6- identify, read, and spell words with diphthongs /ou/ou,ow, variant vowels /u/oo, /o/au,aw; diphthong /oi/oi,oy.

S7- identify subjects are who or what the sentence is about.

Evidence (Stage 2)		
Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence
T1, T2 Q1, Q2, Q3, Q4, Q5 U1, U2, U3, U4, U5	Being A Writer Rubric Teacher-created project rubric	<u>Transfer Task(s)</u> formative 1. Task: TLW explore beyond their typical daily surroundings using books and online resources to draw conclusions, make inferences, and learn about various jobs. The activities will include choosing a job, identifying tools they use, and where they work. 2. Task: TLW categorize different types of recyclable materials into their correct recycling bin. 3. Task: TLW express their views through speaking and writing by creating sentences with differing beginnings and lengths. The goal is to read sentences aloud to check how they sound to confirm sentence fluency. Continue to implement standard use of conventions throughout student work.
		Summative 1. Task: TLW create a growth chart finding average lengths of tiger cub using online resources.
K1, K2, K3, K4, K5, K6 S1, S2, S3, S4, S5, S6, S7		<u>Other Evidence</u> Formative Observations Running records Conferences Weekly assessments Literacy centers Daily journal Working portfolios

Evidence (Stage 2)		
Checks for Alignment	Evaluation Criteria Performance is judged in terms of...	Assessment Evidence
		Summative (Required) Showcase portfolios Unit assessments

Learning Plan (Stage 3)

**Checks for alignment
and best practice**

Summary of Key Learning Events and Instruction

The teaching and learning needed to achieve the unit goals.

	Required Activities	Required Resources
	Read Aloud: Level 1 - 30 minutes per day	Being A Writer Leveled Readers Decodable Readers Chapter book read alouds – Gloria Rising by Ann Cameron Treasure Chest A-Z Readers (leveled readers) Running Record Word Their Way
	Running Records - One per student per unit	
	Guided Reading - 5 times/week for Approaching Level - 3 times/week for On Level - 2 times/week for Beyond Level	
	Intervention Strategies (20-25 minutes/day) -Read Aloud (Double-dose) -Words Their Way -Decodable Readers -Treasure Chest	
	Literacy Centers - tiered for differentiation	
	Portfolios	
	Daily writing activity	
	Teacher modeled independent reading	
	Suggested Activities	
	"People in my neighborhood" scholastic.com lesson	
	Watch pbskids.com recycling video and make an ABC Recycled Materials class book.	Suggested Resources Wee Writing www.spellingcity.com

Learning Plan (Stage 3)

	"Solve the Mystery" activity on scholastic.com	www.brainpop.com www.worldbookonline.com www.abcya.com
		"People in my neighborhood" http://www2.scholastic.com/browse/lessonplan.jsp?id=1107
		NASA - http://www.nasa.gov/
		NASA Kids' Club - http://www.nasa.gov/audience/forchildren/kidsclub/flash/index.html
		Recycling video - http://pbskids.org/video/
		"Solve the Mystery" - http://www2.scholastic.com/content/collateral_resources/pdf/a/american_girl/ag_solve_mystery.pdf Suggested readings – Amos & Boris, by William Steig Read Alouds: Cam Jansen series