Unit 2: Our Community

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

First Grade ELA/Writing

Unit 2: Our Community

Belleville Board of Education

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Unit Overview

In Unit 2: Our Community, first graders will explore what they think a community is and if there are different types of communities. They will discuss and share ideas about what it means to be good neighbors. The students will be exposed to both fiction and nonfiction texts as they continue to manipulate language and their understanding of reading to become fluent readers.

Enduring Understandings

Students will understand that...

- in a community, there are many different types of jobs for people.
- in a community, there are many different types of buildings .
- animals live in different places.
- there are mnay different ways people help in a community.
- maps are important and help us get around the community.

Essential Questions

- What jobs need to be done in a community?
- What buildings do you know? What are they made of?
- Where do animals live together?
- How do people help out in the community?
- How can you find your way around?
- What makes a community?

Exit Skills

By the end of Unit 2: Our Community, students should be able to...

- cite relevant evidence from text.
- describe character, settings, and events.
- retell the text.
- draw evidence from realistic fiction.
- write opinion text.
- engage in collaborative conversations.
- explore the work people do.
- use nouns.
- develop oral vocabulary.
- identify short vowels.
- apply foundational skils in connected text.
- use context clues to understand unknown words.
- determine character, setting, event.
- write informative text.
- use singular and plural nouns.
- use context clues to understand unknown words.
- identify the main topic and key details.
- use possessive nouns.
- idenitfy ending consonant blends.
- use illustrations.
- use common and proper nouns.
- identify consonant digraphs.
- use irregular and plural nouns.

New Jersey Student Learning Standards (NJSLS)

	Key Ideas and Details
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.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.RI.1	Reading Informational Text
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.1.4	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.RF.1	Reading Foundation Skills
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

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).
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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.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.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	Conventions of Standard English
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.F	Use frequently occurring adjectives.

Interdisciplinary Connections

- History/Social Science (Geographic Literacy): "Follow the Map"
- History/Social Science (Economic Literacy): "Jobs Around Town" **--Financial Literacy**
- History/Social Science (Civic Values, Rights, and Responsibilities): "Let's Help"
- Sciences (Life Sciences): "A Community in Nature"

PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
PFL.9.1.4.A.2	Identify potential sources of income.
SCI.1-LS1-1	Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
SOC.6.3.4.CS3	Are aware of their relationships to people, places, and resources in the local community and beyond.

Learning Objectives

In Unit 2: Our Community, students will be able to...

- ask questions to clear up any confusion about the topics and texts under discussion.
- demonstrate understanding of the organization and basic features of print.
- isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- decode regularly spelled one-syllable words.
- recognize and read grade-appropriate irregularly spelled words.
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- decode regularly spelled one-syllable words.
- recognize and read grade-appropriate irregularly spelled words.
- understand fantasy genre
- write informative/ explanatory texts in which they name a topic, supply facts about the topic, and provide some sense of closure.
- use common, proper, and possessive nouns.
- ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- know the spelling-sound correspondences for common consonant digraphs.
- decode two-syllable words following basic patterns by breaking the words into syllables.
- use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- describe characters, settings, and major events in a story, using key details.
- 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.
- use common, proper, and possessive nouns.
- read grade-level text orally with accuracy, appropriate rate, and expression.
- spell words with consonant digraphs.
- recognize and read high-frequency words.

Suggested Activities & Best Practices

RESEARCH AND INQUIRY

Each week children will produce a project related to the Essential Question. They will then develop one of these projects more fully for the Unit Research Project. Through their research, children will focus their attention on:

- writing in the voice of a community member.
- brainstorming project topics.
- collecting images and materials from multiple sources.

- understanding maps.

Shared Research Board
You may wish to develop a Shared Research Board. Children can post ideas and information about the unit theme. Children can post maps, materials, or facts they gather as they do their research. They can also post notes with questions they have as they conduct their research.

WEEKLY PROJECTS

Children work in pairs or small groups.

- Week 1 Informative Script, T44
- Week 2 Illustrated Labeled Building, T122Week 3 Illustrated Desert Collage, T200Week 4 Informational List, T278
- Week 5 Illustrated Map, T356
- Week 6 Children work in small groups to complete and present one of the following projects:

  -List of Questions
  -Diorama
  -Collage
  -Plan
  -Map

Assessment Evidence - Checking for Understanding (CFU)

- Wonders Assessments (Unit Tests, Fluency, etc.) (Summative)
- Wonders Weekly Assessments (Summative)
- Opinion, Informative & Narrative Writing (Summative)
- DRA2 Results (Benchmark)
- Anecdotal Records (Formative)

In addition to the assessments listed above, the following assessments can be used to track progress:

- Anticipation Guide (Formative)
- Common Benchmarks (Benchmark)
- Create a Multimedia Poster (Alternative)
- Entrance Tickets (Formative)
- Evaluation Rubrics (Summative)
- Exit Tickets (Formative)
- Fist- to-Five or Thumb-Ometer (Formative)
- Illustration (Alternative)
- KWL Chart (Formative)
- Learning Center Activities (Formative)
- Multimedia Reports (Alternative)
- Newspaper Headline (Formative)

- Outline (Formative)
- Quickwrite (Formative)
- Quizzes (Summative)
- Readers/Writers Notebooks (Formative/Summative)
- Red Light, Green Light (Formative)
- Self-Assessments (Formative)
- Socratic Seminar (Formative/Alternative)
- Study Guide (Formative)
- Surveys (Formative)
- Teacher Observation Checklist (Formative)
- Think, Pair, Share (Formative)
- Think, Write, Pair, Share (Formative)
- Top 10 List (Formative)
- Unit tests (Summative)
- Web-Based Assessments (Alternative)
- Written Reports (Summative)

Primary Resources & Materials

- McGraw Hill Wonders Reading Anthology
- Reading/Writing Workshop Model
- Big Book
- Close Reading Companion (online)
- Your Turn Practice Book
- High Frequency Word Cards
- Photo Cards
- Interactive Read-Aloud Cards
- Retelling Cards
- Word-Building Cards
- Teaching Posters
- Go Digital Components (Wonders Online)
- DRA2 Kit

Ancillary Resources

- Smart Television
- Smartboards
- Student Laptops/Tablets
- Decodable Readers
- Leveled Readers
- Literacy Centers
- Anchor Charts

- Word Wall

Technology Infusion

- McGraw Hill Website: Access Through Google Waffle
- Wonders Multimedia Library
- Wonders Listening Library
- Wonders Interactive Listening
- Wonders Unit/Weekly Video Clip Openers
- Wonders Weekly Song Library



Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World Languages;
- Technology;
- Visual and Performing Arts

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
PFL.9.1.4.A.2	Identify potential sources of income.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Students will be exposed to different teaching strategies in support of the diverse learning needs that encompass a classroom. Strategies such as the use of Word Walls, anchor charts, and small group instruction will help teachers meet students' needs. Through the Readers and Writers framework, teachers will also employ differentiation strategies through intentional, data driven instruction that targets and supports all learners. Ongoing conferences, anecdotal records, and formative assessments will also help teachers focus on student needs.

Differentiation

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiation

- Alternative formative and summative assessments

- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiation

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Following IEP and 504 guidelines for specific modifications and accommodations, teachers can utilize the Readers and Writers framework to help support special education students as they gain equitable access to grade level standards. Conferences, small group instruction, anchor charts, and frequent checks or understanding add and support the necessary data to ensure all students are making progress. Additionally, special education students have access to Wonder Works which supports their learning needs.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan

- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

ELLs will benefit from the use of Visual Vocabulary Cards, Language Transfer Handbook, Retelling Cards, and graphic organizers to help them make sense of the readings. Additionally, by following the Readers and Writers framework, teachers will be able to support students through intentional conferencing and small group instruction that targets their learning needs and improves comprehension and movement toward grade level mastery.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

At Risk students will benefit from the use of Visual Vocabulary Cards, Retelling Cards, and graphic organizers to help them make sense of the readings. Additionally, by following the Readers and Writers framework, teachers will be able to support students through intentional conferencing and small group instruction that targets their learning needs and improves comprehension and movement toward grade level mastery.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Talented and Gifted Learners will benefit from learning through the Readers and Writers framework. Teachers will be able to support talented and gifted students through intentional conferencing and small group instruction that supports their interests and learning needs.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping

- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

First Grade, Unit 4: Animals Everywhere

NJSLS: Linked Below

I**nterdisciplinary Connection:** Social Studies

Statement of Objective: Students will be able to use the strategy "sound out words" when they come across an unknown word.

Anticipatory Set/Do Now: "Boys and girls, it's time to THINK NOW! As you join me in the carpet think about yesterday's skill, breaking and joining letter sounds to make words, and how you used this skill when you practiced reading on your own."

Learning Activity:

Connection (1 minute)

"Remember, we learned that the letters of the alphabet make different sounds. For example, last week we learned that ai, a_e, and ay make the long A sound. Some words that have the long a sound are: cake, pay, and made. (Give additional examples as necessary). Good readers blend letter sounds to make a word. When we read, it is important to blend these letter sounds together to make a word." "Today I'm going to teach you that when good readers come to a word they do not know, they take the time to sound it out."

Teaching (5 min)

Give Students a Brief Description of Strategy and Why It's Important

- "Boys and girls, sometimes when I am reading,I come across a word I do not know. Instead of skipping the word, I take the time to sound it out by blending the letter sounds."

- "Good readers do this because it helps them understand what they are reading."

Let me show you what I mean .....

- Teacher: Before reading the short story "A Team of Fish", display the long /e/ words.

- “Boys and girls, the letters e, ee, ea, and ie make the long /e/ sound as in sea, meat, and chief. Let’s begin reading and see if we can sound out some long e words we don’t know.”

- “Fish swim in lakes and...hmmm... I don’t recognize this word. Let me sound it out. /c/ /r/ /ee/ /k/. I see a double /ee/. I know that makes the long E sound. Let’s try sounding it out again....CREEK. The word is creek.”

(Model with additional words as necessary)

Recap ..... Did you see what I did?

“Did you see how when I came to a word I did not know that I stopped, sounded out the word by blending the letter sounds?”

Active Engagement (3 min)
Allows for guided practice

Now it’s your turn to try this.....
Teacher: Use the Wonders Online Platform. In Unit 4, Week 2, find the Phonics Activity: Isolation Long E. Display the Qu_n (Queen) phonics activity page.

“By looking at the picture, I know that this word is QUEEN. Look at these two words. Turn and talk to your partner and sound out each word. Which word has the long e sound?” After 2 minutes, purposefully choose two readers to share how they blended the letter sounds to say the words “real and “rent”. Also have a student tell which word has the long /e/ sound.

Allow for additional practice as necessary.

Link (1 min) Linking mini lesson to their independent work

“Today, I just taught you that when good readers come to a word they do not know, they take the time to sound it out.”

“When you go off to read today, you’re going to practice blending the letter sounds to make a word while you read your own books. Now that you know this is something that good readers do, you can use this skill whenever you read.”

***Note: Add this strategy to your Unit anchor chart.**

Independent Reading
Suggested time: Build to 30 minutes over the school year.

● Students are reading independently.

● Teacher is differentiating instruction by pulling students for conferencing/ small group instruction.

Share

End of workshop - Whole Group Share

Options:
- Have students share a word they were struggling with and how they blended letter sounds to make the word.

- Praise behaviors that were observed during students’ independent reading.

Sample talk: “Suzie, I really loved that when you came to a word that you were struggling with, you took the time to sound it out instead of skipping it. I know you were really

trying to applying the strategy of sounding out unknown words. Nice job, Suzie!!"

- Review previously taught strategies and skills.

Sample talk: " You all did such a great job blending the sounds of unknown words today. I want to remind all of you that good readers continue to practice all of the skills and strategies that they have learned such as...."

Student Assessment/CFU's: Turn and Talk, Thumbs Up/Down

Materials: Smart TV, Projection of Wonders story "Can I Pat It?", Post-It Notes

21st Century Themes and Skills: Communication

Differentiation/Modifications: Visual Display, Turn and Talk, Student Choice during Independent Reading

Integration of Technology: Smart TV, Wonders story online

LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.