GR 1 Module 02 (My Family, My Community)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Unit Overview

Module Title: My Family, My Community

Essential Question: How does everyone in my family and community make them special?

Standards

Week 1

L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.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.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.1.4.A	Read grade-level text with purpose and understanding.
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.1.1.A	Write the upper and lowercase alphabets from memory.
L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.
L.WF.1.2.B	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).

L.WF.1.3.A	Write sentences with increasing complexity.
L.WF.1.3.C	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
L.WF.1.3.D	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
L.WF.1.3.G	Write statements in response to questions, and questions transformed from statements, using conventional word order.
L.VI.1.3.D	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RI.AA.1.7	Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

Week 2

L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.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.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.1.4.A	Read grade-level text with purpose and understanding.
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.WF.1.1.A	Write the upper and lowercase alphabets from memory.
L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.
L.WF.1.2.A	Short vowels and single consonants.

L.WF.1.2.B	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
L.WF.1.3.A	Write sentences with increasing complexity.
L.WF.1.3.C	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
L.WF.1.3.D	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
L.VL.1.2.A	Choose flexibly from an array of strategies to determine the meaning of words and phrases.
L.VI.1.3.D	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
RI.MF.1.6	With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas.
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.PI.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

Week 3

L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.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.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).

L.RF.1.4.A	Read grade-level text with purpose and understanding.
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.1.1.A	Write the upper and lowercase alphabets from memory.
L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.
L.WF.1.2.A	Short vowels and single consonants.
L.WF.1.2.B	Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
L.WF.1.3.A	Write sentences with increasing complexity.
L.WF.1.3.C	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
L.KL.1.1	With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.1.2.A	Choose flexibly from an array of strategies to determine the meaning of words and phrases.
L.VI.1.3.D	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RL.MF.1.6	With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
W.RW.1.7	Engage in discussion, drawing, and writing in brief but regular writing tasks.
SL.PE.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.II.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.AS.1.6	Produce complete sentences when appropriate to task and situation.

Materials/Activities/Resources

Core materials:

- HMH Into Reading
- HMH Writing

Supplemental Resources

- UFLI
- Leveled Readers
- Decodable Books

Web Site Resources:

- Ed Your Friend in Learning
- Lexia

Technology

- EdHMH
- Lexia

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Assessment

Formative Assessment

- Teacher Observation
- Comprehension Quizzes
- Running Records
- Student Practice Pages
- Anecdotal Notes
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- Module Assessment

Alternative Assessment

- F&P Benchmark (special education)

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher

● Readworks level reading passages
● Additional time during intervention time
● Preferred seating
● Questions read aloud
● Extended time for completing tasks
● Graphic organizers
● Vocabulary support
● Mnemonic devices
● Songs/videos to reinforce concepts
● Limit number of questions
● Scribe
● Study Guides
● Mixed Ability Grouping

504

● In class/pull out support with special ed teacher
● Readworks level reading passages
● Additional time during intervention time
● Preferred seating
● Questions read aloud
● Extended time for completing tasks
● Graphic organizers
● Vocabulary support
● Mnemonic devices
● Songs/videos to reinforce concepts
● Limit number of questions
● Scribe
● Study Guides
● Mixed Ability Grouping

ELL

● Translation device/dictionary
● In class/pull out support with ESL teacher
● Readworks level reading passages
● Additional time during intervention time
● Preferred seating
● Questions read aloud
● Extended time for completing tasks
● Graphic organizers
● Vocabulary support
● Mnemonic devices
● Songs/videos to reinforce concepts

At-Risk of Failure

● Additional time during intervention time

●Readworks level reading passages
● Questions read aloud
● Graphic organizers
● Vocabulary support
● Mnemonic devices
● Songs/videos to reinforce concepts

Gifted & Talented

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

Interdisciplinary Connections

6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

Social and Emotional Learning Connections

Learning Mindset: Belonging

Career Readiness, Life Literacies & Key Skills

Financial Literacy (9.1):

- By the end of Grade 2
    - 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
    - 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Career Awareness, Exploration, and Preparation (9.2):

- By the end of Grade 2
    - 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each

job.

Life Literacies and Key Skills (9.4):

- By the end of Grade 2
    - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
    - 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
    - 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
    - 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
    - 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
    - 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
    - 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
    - 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
    - 9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.