

GR 1 Module 06 (Celebrate America)

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

Unit Overview

Module Title: Celebrate America

Essential Question: What do holidays and symbols tell about our country?

Standards

Week 1

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| ELA.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). |
| ELA.L.RF.1.2.B | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| ELA.L.RF.1.2.C | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| ELA.L.RF.1.2.D | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
| ELA.L.RF.1.3.B | Decode regularly spelled one-syllable words. |
| ELA.L.RF.1.3.C | Know final -e and common vowel team conventions for representing long vowel sounds. |
| ELA.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. |
| ELA.L.RF.1.3.F | Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old). |
| ELA.L.RF.1.4.A | Read grade-level text with purpose and understanding. |
| ELA.L.RF.1.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| ELA.L.RF.1.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| ELA.L.WF.1.1.A | Write the upper and lowercase alphabets from memory. |
| ELA.L.WF.1.1.B | Write a common grapheme (letter or letter group) for each phoneme. |
| ELA.L.WF.1.1.C | Orally segment the phonemes in any single syllable, spoken word. |
| ELA.L.WF.1.1.D | Recognize that each syllable is organized around a vowel sound. |
| ELA.L.WF.1.3.A | Write sentences with increasing complexity. |

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| ELA.L.WF.1.3.C | Capitalize the first word of a sentence, days of the week, months, names of people, and proper names. |
| ELA.L.VL.1.2.A | Choose flexibly from an array of strategies to determine the meaning of words and phrases. |
| ELA.L.VI.1.3.D | Identify real-life connections between words and their use (e.g., note places at home that are cozy). |
| ELA.RI.CR.1.1 | Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). |
| ELA.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. |
| ELA.RI.PP.1.5 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| ELA.RI.MF.1.6 | With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. |
| ELA.W.RW.1.7 | Engage in discussion, drawing, and writing in brief but regular writing tasks. |
| ELA.SL.PE.1.1.B | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| ELA.SL.PE.1.1.C | Ask questions to clear up any confusion about the topics and texts under discussion. |

Week 2

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| ELA.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). |
| ELA.L.RF.1.2.B | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| ELA.L.RF.1.2.C | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| ELA.L.RF.1.2.D | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
| ELA.L.RF.1.3.B | Decode regularly spelled one-syllable words. |
| ELA.L.RF.1.3.C | Know final -e and common vowel team conventions for representing long vowel sounds. |
| ELA.L.RF.1.3.F | Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old). |
| ELA.L.RF.1.4.A | Read grade-level text with purpose and understanding. |
| ELA.L.RF.1.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| ELA.L.WF.1.1.A | Write the upper and lowercase alphabets from memory. |
| ELA.L.WF.1.1.B | Write a common grapheme (letter or letter group) for each phoneme. |
| ELA.L.WF.1.1.C | Orally segment the phonemes in any single syllable, spoken word. |
| ELA.L.WF.1.1.D | Recognize that each syllable is organized around a vowel sound. |
| ELA.L.WF.1.3.A | Write sentences with increasing complexity. |
| ELA.L.WF.1.3.C | Capitalize the first word of a sentence, days of the week, months, names of people, and proper names. |
| ELA.L.WF.1.3.D | Match periods, question marks, and exclamation points to statements, questions, |

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| | commands, and exclamations. |
| ELA.L.VL.1.2.A | Choose flexibly from an array of strategies to determine the meaning of words and phrases. |
| ELA.L.VI.1.3.D | Identify real-life connections between words and their use (e.g., note places at home that are cozy). |
| ELA.RL.CR.1.1 | Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). |
| ELA.RL.CI.1.2 | Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how). |
| ELA.RL.PP.1.5 | Identify who is telling the story at various points in a text. |
| ELA.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. |
| ELA.RI.CT.1.8 | Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures). |
| ELA.W.RW.1.7 | Engage in discussion, drawing, and writing in brief but regular writing tasks. |
| ELA.SL.PE.1.1.B | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| ELA.SL.AS.1.6 | Produce complete sentences when appropriate to task and situation. |

Week 3

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| ELA.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). |
| ELA.L.RF.1.2.B | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| ELA.L.RF.1.2.D | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
| ELA.L.RF.1.3.B | Decode regularly spelled one-syllable words. |
| ELA.L.RF.1.3.C | Know final -e and common vowel team conventions for representing long vowel sounds. |
| ELA.L.RF.1.3.F | Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old). |
| ELA.L.RF.1.4.A | Read grade-level text with purpose and understanding. |
| ELA.L.RF.1.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression. |
| ELA.L.WF.1.1.A | Write the upper and lowercase alphabets from memory. |
| ELA.L.WF.1.1.B | Write a common grapheme (letter or letter group) for each phoneme. |
| ELA.L.WF.1.1.C | Orally segment the phonemes in any single syllable, spoken word. |
| ELA.L.WF.1.3.A | Write sentences with increasing complexity. |
| ELA.L.WF.1.3.C | Capitalize the first word of a sentence, days of the week, months, names of people, and proper names. |
| ELA.L.WF.1.3.D | Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations. |
| ELA.L.KL.1.1 | With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening. |

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| ELA.L.VI.1.3.D | Identify real-life connections between words and their use (e.g., note places at home that are cozy). |
| ELA.RL.CR.1.1 | Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). |
| ELA.RL.IT.1.3 | Describe characters, settings, and major event(s) in a story, using key details. |
| ELA.RI.PP.1.5 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| ELA.RL.MF.1.6 | With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. |
| ELA.RI.MF.1.6 | With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. |
| ELA.W.RW.1.7 | Engage in discussion, drawing, and writing in brief but regular writing tasks. |
| ELA.SL.PE.1.1.B | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| ELA.SL.AS.1.6 | Produce complete sentences when appropriate to task and situation. |

Materials/Activities/Resources

Core materials:

- HMH Into Reading
- Schoolwide Writing

Supplemental Resources

- Foundations
- Phonics First
- Leveled Readers
- Decodable Books

Web Site Resources:

- Ed Your Friend in Learning
- Schoolwide Writing
- Newsela
- Lexia
- Amira (K-3)
- Raz Kids/Reading A-Z

Technology

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

Benchmark Assessment

- DIBLES
- F&P Benchmark

Alternative Assessment

- DIBLES Progress Monitoring
- Word Study
- F&P Benchmark

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z 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

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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
- Newsela/Readworks/Reading A-Z 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

Social Studies Connections: Holidays and Symbols

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| SOC.6.1.2.CivicsPI.6 | <p>Explain what government is and its function.</p> <p>The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).</p> |
| SOC.6.1.2.CivicsDP.1 | Explain how national symbols reflect on American values and principles. |
| SOC.6.1.2.CivicsDP.3 | Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity. |

Social and Emotional Learning Connections

Learning Mindset: Purpose

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.