

GR 1 Schoolwide Unit 4 (Fiction)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **Apr. - May**
Status: **Published**

Unit Overview

Unit Title: Nonfiction: Fiction

Essential Question: How do fiction writers draw their inspiration and material from real life?

Standards

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| ELA.L.WF.1.1 | Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1). |
| ELA.L.WF.1.1.A | Write the upper and lowercase alphabets from memory. |
| ELA.L.WF.1.2 | Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with: |
| ELA.L.WF.1.3 | Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3): |
| 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.WF.1.3.F | Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause. |
| ELA.L.WF.1.3.G | Write statements in response to questions, and questions transformed from statements, using conventional word order. |
| ELA.L.WF.1.3.H | Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why. |
| ELA.L.KL.1.1 | With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening. |
| ELA.L.VL.1.2 | Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. |
| ELA.W.AW.1.1 | With prompts and support, write opinion pieces on a topic or texts. |
| ELA.W.AW.1.1.A | Introduce an opinion. |
| ELA.W.AW.1.1.B | Support the opinion with facts or other information and examples related to the topic. |
| ELA.W.AW.1.1.C | Provide a conclusion. |
| ELA.W.IW.1.2 | With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information. |
| ELA.W.IW.1.2.A | Introduce a topic. |

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| ELA.W.IW.1.2.B | Develop the topic with facts or other information and examples related to the topic. |
| ELA.W.IW.1.2.C | Provide a conclusion. |
| ELA.W.NW.1.3 | With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events. |
| ELA.W.NW.1.3.A | Using words and pictures, establish a situation and/or introduce characters; organize an event sequence. |
| ELA.W.NW.1.3.B | Provide dialogue and/or description and details of experiences, events, or characters. |
| ELA.W.NW.1.3.D | Provide a reaction to the experiences or events. |
| ELA.W.WP.1.4 | With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing. |
| ELA.W.WP.1.4.A | With prompts and support, identify audience and purpose before writing. |
| ELA.W.WP.1.4.B | With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught. |
| ELA.W.WR.1.5 | With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic. |
| ELA.W.SE.1.6 | With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic. |
| ELA.W.RW.1.7 | Engage in discussion, drawing, and writing in brief but regular writing tasks. |
| ELA.SL.PE.1.1 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| ELA.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). |
| ELA.SL.PE.1.1.C | Ask questions to clear up any confusion about the topics and texts under discussion. |
| ELA.SL.II.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| ELA.SL.ES.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| ELA.SL.PI.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| ELA.SL.UM.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| ELA.SL.AS.1.6 | Produce complete sentences when appropriate to task and situation. |

Materials/Activities/Resources

Core materials:

- Schoolwide Writing

Web Site Resources:

- Schoolwide Writing
- Lexia
- Amira (K-3)

Technology

- Screencastify
- Full list on district teacher page
- YouTube videos of mentor texts readings

Assessment

Formative Assessment

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide
- Student Performance Checklist

Summative Assessment

- Process Pieces
- Schoolwide Rubrics
- Student Publishing
- Student Self-Reflection

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers

- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

At-Risk of Failure

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- PEP/GEM class

Interdisciplinary Connections

Social Studies Connections: Thinking in New Ways

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Curiosity, Noticing, Seeking Challenges, Asking for Help, Problem Solving

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

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.