

# Unit 3: What Can Happen Over Time?

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **5 weeks**  
Length: **5 weeks**  
Status: **Published**

## Unit Overview

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Each lesson in the unit will include:

- Building background
- Vocabulary
- Comprehension
- Fluency
- Writing
- Grammar
- Spelling
- Unit Assessment
- Fluency Assessment

## Transfer

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Students will be able to independently use their learning to:

- Apply various comprehension strategies to connect and make meaning with text.
- Independently apply decoding strategies for learned phonics skills while reading. across the curriculum.
- Transfer vocabulary and sight word acquisition and usage across content.
- Grammar, Spelling, and vocabulary skills applied in all writing across the curriculum.

## Meaning

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## Understandings

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Students will understand:

- Phonemic Awareness: Phoneme Identity, Phoneme Addition, Phoneme Substitution, Phoneme Blending, Phoneme Segmentation, Phoneme Deletion, Phoneme Isolation
- How to read oral, academic, and high frequency vocabulary
- How to make and confirm predictions, identify character, setting, and plot in text
- How to use present-, past-and future-tense verbs, commas in a series, contractions with not, and plurals when writing
- How to use sequence, inflectional endings -ed, -ing, compare and contrast, and phrasing in both reading and

writing

- Various genres of text such as fantasy, folktale, informational text/ nonfiction and play
- How to read with expression to make connections within text, recognize and comprehend intonation, cause and effect in text
- How to use word choice to compare/contrast

## **Essential Questions**

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Big Idea: What can happen over time?

- Week 1: How do we measure time?
- Week 2: How do plants change as they grow?
- Week 3: What is a folktale?
- Week 4: How is life different than it was long ago?
- Week 5: How do we get our food?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know:

- What facts and basic concepts should students know and be able to recall?
- Answer teacher-provided questions about a grade-appropriate text read aloud or an oral presentation
- Use grade-appropriate grammar and usage in isolation such as: future-past-present verb tenses, plurals, inflectional endings -ed, -ing, - contractions recognize and recall specific oral, academic, and high frequency vocabulary
- Make and confirm predictions in the genres of fantasy, a play, folktale, and informational text.
- Understand the story elements of character, setting, plot, and sequence
- Understand how to make connections within grade level text

### **Students will be skilled at...**

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Students will be skilled at:

- Identifying the differences between the genres of fantasy and informational text.
- Using the strategies of comparing and contrasting within a text
- Making and confirming predictions of a grade level text
- Identifying the story elements of character, setting, and plot within the genre of fantasy

- Reread to understand/clarify.

## Academic Vocabulary

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- Week 1 away, now, some, today, way, why
- Week 2 green, grow, pretty, should, together, water
- Week 3 any, from, happy, once, so, upon
- Week 4 ago, girl, boy, how, old, people
- Week 5 after, buy, done, every, soon, work

## Learning Goal

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- Students will be able to independently use their learning to interact with texts, respond to text, compare texts, decode words, and write a response to questions in all academic environments.

## Comprehension Skills

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Students will be able to:

- identify characters, setting, and plot in a story
- recognize the plot sequence in a story
- understand play genre
- understand folktale genre
- understand nonfiction genre
- reinforce concepts of print
- build background knowledge
- discuss the essential question
- develop oral language
- make and confirm predictions
- review vocabulary
- make text connections to the world
- make and confirm predictions
- develop concept understanding
- compare and contrast the adventures and experiences of characters in stories

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.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.

LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information 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.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
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.1.1.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).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

## Writing Traits

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- SWBAT organize ideas for writing
- SWBAT participate in shared and independent writing
- SWBAT participate in various stages of the writing process (Pre-Write/Brainstorm, Rough Draft, Revise, Edit, Publish)
- SWBAT write an opinion piece

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.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.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.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Grammar

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Students will be able to:

- Use commas in dates and separate single words in a series

- Recognize that verbs show action
- Use verbs to convey a sense of present, past, and future
- Use singular and plural nouns with matching verbs in basic sentences
- Form contractions with not

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.E	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.1.2.C	Use commas in dates and to separate single words in a series.

## Summative Assessment

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- Wonders Unit 3 Assessment
- Writing Rubric
- Foundations Fluency Assessments
- Fastbridge Universal Screening

## 21st Century Life and Careers

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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.
TECH.8.1.2.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

## **Formative Assessment and Performance Opportunities**

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- Writing Checklist
- Writing Conferencing
- Running Record
- Wonders Weekly Assessment
- Fastbridge Progress Monitoring

## **Accommodations and Modifications**

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- **Accommodations**

- Small Group instruction to preview/review content
- Repeated Reading of Text
- Exposure to text (Not Cold Read)
- Slow pacing of instruction
- Vocabulary/Content Resource Sheet
- Visual and digital display as well as explanation of domain specific and academic vocabulary
- Use of highlighting tape to draw attention to key words and phrases
- Provide Graphic Organizer/Post it notes during close reading/Highlighters
- Print Text so students can write/highlight directly on text
- Extra time for assessments
- Read questions to students aloud
- Provide Divider for Focus
- Provide Reading Tracker
- Provide phonics linked alphabet (Foundations Strip)
- Provide Reading Phone
- Scoop fluency passages
- Have student provide a retelling

### For Grammar/Writing

- Sentence Strips
- Provide sentence starters
- Provide list of transition words, sight words, and commonly misspelled words
- Provide examples of grammatical concept
- Larger grid writing paper
- Graphic organizers for paragraph/essay structure

### **Modifications**

- Interactive Text
- Utilize Approaching Level Assessments

- Provide at home access to classroom resources
- Use eAssessment tool to eliminate multiple choice answers
- Read story to students aloud or allow students to utilize Wonders website to read
- Provide simpler vocabulary words for unit (See Approaching Level Vocabulary Words)
- Change Reading Level for individual students within ConnectEd
- ELL: Place picture cues near unknown words

#### For Grammar/Writing

- Fill in the blank or multiple choice grammar questions
- Provide definitions of grammatical concept
- Submit answers in outline form rather than sentence/paragraph form
- Allow students to type answers rather than write answers
- Slant board
- Raised line paper

**ELL Modifications:** Application of SIOP teaching strategies put in place including a slower pace of verbal instruction, various representations of directions, repetition of difficult content sentences and vocabulary, visual and digital display as well as explanation of domain specific and academic vocabulary. Verbal communication of not only concept but also language goals. Written and verbal examples given of these goals. Concepts evaluated for age level as well as cultural appropriateness based on the student's background

### Interdisciplinary Connections

- In "A Poster" students will make a poster that shows parts of plant, and they will label the parts that change as they grow.
- Civics, Government, Human Rights: Unit 3, Wk 1
- History, Culture, Perspectives (holidays): Unit 3, Wk 3; Unit 3, Wk 4
- Economics, Innovation, Technology: Unit 3, Wk 3; Unit 4, Wk 4

- A Poster- How do plants change as they grow?

SOC.6.1.4	U.S. History: America in the World: 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.
SOC.6.1.4.C.11	Recognize the importance of setting long-term goals when making financial decisions within the community.
SOC.6.3.4.CS3	Are aware of their relationships to people, places, and resources in the local community and beyond.
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.
1-LS1-1.LS1.A.1	All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.

## Unit Resources

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- Big Book and Little Book of Reading/ Writing Workshop
- Literature Big Books
- Literature Anthology
- Interactive Read-Aloud Cards
- Teacher Editions
- Teaching Poster
- Leveled Readers
- Classroom Library Tradebooks
- Your Turn Practice Book
- Visual Vocabulary
- Leveled Workstation Activity Cards
- Retelling Cards
- Photo Cards
- High-Frequency Word Cards
- Response Board
- Weekly Assessment
- Unit Assessment
- Benchmark Assessment
- Foundations Sound Key Word Cards
- Foundations Magnetic Boards
- Foundations Dry Erase board
- Foundations Echo Owl
- Foundations Posters
- Foundations Composition Book
- Foundations Notebook
- Foundations Journal
- Foundations Trick Words
- Foundations Fluency Resources (phrases, real words, trick words, sounds)