

# Unit 0: START SMART

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **2 weeks**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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The Start Smart unit will give students the foundation to understand and achieve New Jersey Student Learning Standards by the end of first grade.

## Transfer

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Students will be able to independently use their learning to interact with text, respond to text, compare text, track text, decode words, write a response to a question in all environments.

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## Meaning

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## Understandings

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Students will understand.....

Concepts of print

High Frequency words:

Letter Sound Symbol Relationship

Beginning, Medial, and Ending Sounds

Components of a Sentence

Proper Formation of Letters

## **Essential Questions**

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Students will keep considering how skills obtained in kindergarten will relate to first grade.

## **Application of Knowledge and Skill**

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

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Concepts of print

How to track text

How to say the sounds of the letters in insulations

How to tap and pronounce initial, medial, vowel, and final sounds in spoken single-syllable words

How to recognize and read grade appropriate irregularly spelled words

How to verbally state an opinion

How to blend words by onset and rime

How to recognize the distinguishiing features of a sentence ( first word, capitalization, ending punctuation)

How to Identify basic similarities in and differences between two texts on the same topic

Respond in writing to a prompt

How to blend sounds including consonant blends.

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

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Students will be skilled at

Automaticity of letter sounds and keywords

Blending words by onset and rime

Making text to text connections

Making text connections to self

Making text connections to the world

Writing an answer to a close sentence

Tracking text left to right

Printing letters

### **Academic Vocabulary**

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Week 1: I, like

Week 2: this, is

Week 3: are, me

### **Learning Goal**

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

## Comprehension

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SWBAT:

Listen to a shared story of different genres

Ask and answer questions about key details in text

Demonstrate concepts of print

Make text connections to self

Make text connections to the world

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Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

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.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

## Phonics

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SWBAT:

Week 1:

- Wonders: Identify phonemes, Segment beginning, medial, and ending sounds, Blend sounds, Segment Syllables, Rhyme, high frequency words: I, like, do, to, you, he, can, go, a, has

Week 2:

- Wonders: Identify phonemes, Segment beginning, medial, and ending sounds, Blend sounds, Segment Syllables, Rhyme, high frequency words: this, is, my, look, little, where, here, play, the, we,

Week 3:

- Wonders: Identify phonemes, Segment beginning, medial, and ending sounds, Blend sounds, Segment Syllables, Rhyme, high frequency words: are, me, she, with, for, and, have, see, said, was
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Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

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.B	Decode regularly spelled one-syllable words.

## **Grammar**

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SWBAT:

Recognize the first word, capitalization, and punctuation in a sentence

Demonstrate understanding of the organization of the basic features of text

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Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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## **Writing Traits**

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SWBAT:

Complete a close sentence in writing stating his/her opinion

Complete a close sentence in writing to inform or explain

Write the proper formation of letters

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Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts

**& Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.**

LA.L.1.1.A	Print all upper- and lowercase letters.
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.

## **Summative Assessment**

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Phonics Unit Tests

Letter Naming Fluency Test

Sight Word Fluency Test

## **21st Century Life and Careers**

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
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.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.2.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.2.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.2.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.2.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.2.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.2.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.2.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.2.D	Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
TECH.8.2.2.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

## **Formative Assessment and Performance Opportunities**

### Formative Assessment

Running Record

Phonics Unit Tests

Sight Word Fluency

Letter Sound Fluency

FastBridge

### Performance Opportunities

Running Records

Wonders Placement and Diagnostic Assessment

FastBridge

## **Accommodations/Modifications**

## **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**

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### **Unit Resources**

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Teaching Posters

High Frequency Cards

Sound Spelling Cards

Reading Anthology

Reading Practice Books

Fundations Key Word Cards

Fundations Magnetic Letter Boards

Wonders Website

Photo Cards