

# Unit 1: Getting to Know Us

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 we will include:

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

## Transfer

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- Apply various comprehension strategies to connect and make meaning with text.
- Independently apply decoding strategies for learned phonics skills while reading.
- 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 that...
- We use illustrations and photos when reading text to comprehend
- We look for key details in text
- How to blend and segment sounds, and sort into phoneme categories
- How to read and decode CVC words with short a, short i, and consonant blends

- How to read high frequency words
- How to write a sentence.

## **Essential Questions**

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Students will consider

Big Idea: What makes him/her special?

- Week 1: What do you do at your school?
- Week 2: What is it like where you live?
- Week 3: What makes a pet special?
- Week 4: What do friends do together?
- Week 5: How does your body move?

## **Application of Knowledge and Skill**

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

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Students will know....

1. The difference between Realistic Fiction, Nonfiction/Informational Text, and Fantasy
2. How to ask and answer questions about grade appropriate text.
3. How to use end punctuation in shared writing.

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

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Students will be skilled at...

1. Asking and answering questions about grade level text.
2. Identifying simple sentences in shared writing.
3. Identifying the differences between Nonfiction and Fantasy.

## Academic Vocabulary

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Week 1: does, not, school, what

Week 2: down, out, up, very

Week 3: be, come, good, pull

Week 4: fun, make, they, too

Week 5: jump, move, run, two

## 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.

## Phonemic Awareness

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SWBAT identify/produce rhyme

SWBAT isolate and pronounce initial, medial and final sounds in a one syllable word

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| 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.   |
| LA.L.1.2.B  | Use end punctuation for sentences.   |
| LA.L.1.2.D  | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.    |
| LA.L.1.2.E  | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.                         |
| LA.L.1.4.C  | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). |

## Comprehension Skill

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SWBAT ask and answer questions about key details in text.

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| LA.RL.1.1   | Ask and answer questions about key details in a text.  |
| LA.RL.1.2   | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| LA.SL.1.1.C | Ask questions to clear up any confusion about the topics and texts under discussion.                     |

## Writing

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SWBAT write narratives with two or more sequenced events using temporal words, with a sense of closure.

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| LA.W.1.3 | Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, 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.                      |

## Grammar

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SWBAT write a statement with proper capitalization, punctuation (period), and spelling with guidance and support.

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| LA.RF.1.1.A | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| LA.L.1.2.B  | Use end punctuation for sentences.  |

## Summative Assessment

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- Wonders Unit 1 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 |
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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.

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| 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. |
| CRP.K-12.CRP6.1  | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.   |
| 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.4   | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.  |
| TECH.8.1.2.A.CS1 | Understand and use technology systems.   |
| TECH.8.1.2.B.CS2 | Create original works as a means of personal or group expression.  |

## **Formative Assessment and Performance Opportunities**

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

## **Accommodations/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

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- A Travel Poster has students work in teams to create a poster advertising a special place in the community.
- Civics/Gov and Human Rights: Unit 1, Wk 1

- History,Culture, Perspective (hiolidays) Unit 1, Wk1
- Economics, Innovation. Technology: Unit 1, Wk 1

- A Travel Poster- What is it like where you live?

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| SOC.6.1.4.D.CS3 | Personal, family, and community history is a source of information for individuals about the people and places around them.   |
| SOC.6.3.4.CS3   | Are aware of their relationships to people, places, and resources in the local community and beyond.  |
| 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. |

## 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)

