Unit 2: What Makes a Community?

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

Unit Overview

Each lesson in the unit will include:

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

Transfer

- 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

Understandings

Students will understand:

- Phonemic Awareness: phoneme blending, phoneme isolation, phoneme segmentation, phoneme categorization,
- learned oral, academic and high frequency vocabulary
- Make and confirm predictions
- Reread
- Main Topic & Details
- Realistic Fiction
- Fantasy
- Nonfiction

- Inflectional ending -es, -ing, -ed, -es
- Common, Proper, and Posessive nouns
- Contractions with -'s
- Intonation
- Phrasing
- Expression
- Writing Organization
- Writing Ideas
- Singular and Plural nouns
- Apostrophes with Contractions
- Commas in a Series
- Capital Letters and Periods

Essential Questions

The Big Idea: What makes a community?

- Week 1- What jobs need to be done in a community?
- Week 2- What buildings do you know of? What are they made of?
- Week 3- Where do animals live together?
- Week 4- How do people help out in the community?
- Week 5- How can you find your way around?

Application of Knowledge and Skill

Students will know...

Students will know...

What facts and basic concepts should students know and be able to recall?

1. Main topic and key details of a text

2. Story elements of character, setting and events

3. Differentiate between Fantasy, Realistic Fiction and Informational Text/Nonfiction

4. Make/Confirm Predictions

5. Nouns, Proper, Singular and Plural

Students will be skilled at...

1. Identifying nouns, singular, plural and proper

2. Identify story th elements of character, setting and events

3. Understanding the differences of fantasty as compared to Nonfiction/Informational Text

4. Making/Confirming Predictions

Academic Vocabulary

- Week 1 again, help, new, there, use
- Week 2 could, live, one, then, three
- Week 3 eat, no, under, of, who
- Week 4 all, call, day, her, want
- Week 5 around, by, many, place, walk

Learning Goal

- 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

- SWBAT identify phonemes in one syllable words.
- SWBAT segment beginning, medial and ending sounds.
- SWBAT blend sounds.
- SWBAT segment syllables.
- SWBAT catergorize and substitute phonemes.
- SWBAT identify/produce rhyme.

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.1.3.B	Decode regularly spelled one-syllable words.
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. |

Comprehension Skill

Students will be able to:

- Students will identify the charater, setting and events of a story.
- Understand realistic fiction genre.
- Understand fantasy genre.
- Identify main topic and key details.
- Understand non fiction genre
- Make and confirm predictions in a text.
- Demonstrate concepts of print.
- Understand the text feature captions.
- Reread to gather information.
- Develop oral language
- Discuss the Essential Question

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.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
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.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Writing

- SWBAT participate in various stages of the writing process (Pre-Write/Brainstorm, Rough Draft, Revise, Edit, Publish).
- SWBAT organize ideas for writing with support.
- SWBAT participate in shared and independent writing with support.
- SWBAT write in response to reading.
- SWBAT write a fictional narrative.

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.
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.
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.

Grammar

- SWBAT use commas in a series
- SWBAT use and identify common, proper, and posessive nouns
- SWBAT use an apostrophe with contractions
- SWBAT use capitaliztion and punctuation (period, exclamation and question marks)

| LA.L.1.1.B | Use common, proper, and possessive nouns. |
| LA.L.1.2.C | Use commas in dates and to separate single words in a series. |

Summative Assessment

- Wonders Unit 2 Assessment
- Writing Rubric
- Fundations Fluency Assessments
- Fastbridge Universal Screening

21st Century Life and Careers

| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| 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.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
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.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
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.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

Formative Assessment and Performance Opportunities

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

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 (Fundations Strip)
- Provide Reading Phone
- Scoop fluency passages
- Have student provide a retelling

For Grammar/Writing

- Sentence Strips
- Provide sentence starters
- Provide list of transion 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

Interdiscplinary Connections

- In the Collage activity students will work in groups to create collages of different anmial habitats.
- Civics, Government, Human Rights: Unit 2, Wk 1; Unit 2, Wk 4
- Geography,People, Environment: Unit 2, Wk 5

- A Collage- How do animals live together?

SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.3.4.CS3	Are aware of their relationships to people, places, and resources in the local community and beyond.
1-LS1-2.LS1.B.1	Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.
1-LS1-1.LS1.D.1	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

- 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
- Fundations Sound Key Word Cards
- Fundations Magnetic Boards
- Fundations Dry Erase board
- Fundations Echo Owl
- Fundations Posters
- Fundations Composition Book
- Fundations Notebook
- Fundations Journal
- Fundations Trick Words
- Fundations Fluency Resources (phrases, real words, trick words, sounds)