

# Unit 6: Together We Can!

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

## Unit Overview

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### Transfer

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- Apply various comprehension strategies to connect and make meaning with text across the curriculum.
- 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: contrast sounds, phoneme categorization/blending/segmentation/deletion/addition, rhyme
- Irregular plurals
- Context Clues: Multiple Meanings
- Point of View
- Fantasy
- Phrasing
- Writing: Sentence Fluency
- Words that join
- Capitalize proper nouns
- Make/Confirm predictions
- Shades of meaning/intensity
- Cause and Effect
- Fantasy
- Intonation
- Adjectives
- Capitalization and end punctuation
- Abbreviations
- Prefixes

- Ask/Answer questions
- Connections within text
- Problem/Solution
- Nonfiction Biography
- Phrasing
- Writing: Word Choice
- Adjectives that compare
- Irregular Plurals
- Inflectional endings -er, -est
- suffixes
- Capitalize/Underline book titles
- Final Stable Syllables
- Informational text
- Writing Organization
- Prepositions/Prepositional phrases

## **Essential Questions**

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The Big Idea: How does teamwork help us?

- How can we work together to make our lives better?
- Who helps you?
- How can weather affect us?
- What is a tradition? What traditions do you know about?
- Why do you celebrate holidays?

## **Application of Knowledge and Skill**

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

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SWBAT:

- Genres of Fantasy, Realistic Fiction, Non-fiction
- To utilize rereading to assist with comprehension
- How to identify Author's Purpose
- Visualize to assist with comprehension
- Theme
- Identify figurative language

- Write a poem
- Read with fluency

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

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- Visualize while reading
- Capitalize proper nouns
- Identifying and using appropriate capitalization and end punctuation
- Using phrasing, intonation and expression when reading grade level text aloud
- Identifying cause/effect
- Utilize the writing process to create a writing piece.

## **Academic Vocabulary**

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- Week 1 answer, brought, busy, door, enough, eyes (demand, emergency)
- Week 2 brother, father, friend, love, mother, picture (accept, often)
- Week 3 been, children, month, question, their, year (country, gathers)
- Week 4 before, front, heard, push, tomorrow, your (difficult, nobody)
- Week 5 favorite, few, gone, surprise, wonder, young (nation, unite)

## **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:**

- Reverse/blend/segment/categorize/delete phonemes
- Identify syllable addition/deletion

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.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
LA.L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LA.L.2.4.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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.

## Comprehension Skill

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SWBAT:

- Reread to understand
- Visualize to assist with comprehension
- Identify Author's Purpose
- Identify theme

## Writing

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SWBAT:

- Participate in various stages of the writing process (Pre-Write/Brainstorm, Rough Draft, Revise, Edit, Publish)
- Write a poem
- Identify/utilize figurative language

## Grammar

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SWBAT:

- Utilize proper capitalization and punctuation
- Use pronouns correctly
- Identify and utilize adverbs

## Summative Assessment

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- Wonders Unit 6 Assessment

- Writing Rubric
- Foundations Fluency Assessments
- Fastbridge Universal Screening

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

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WORK.K-4.9.1.4.1	Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
WORK.K-4.9.1.4.1	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
WORK.K-4.9.1.4.1	The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
WORK.K-4.9.1.4.2	Ethical behaviors support human rights and dignity in all aspects of life.
WORK.K-4.9.1.4.B.1	Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
WORK.K-4.9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
WORK.K-4.9.1.4.E.1	Explain how digital media are used in daily life in a variety of settings.
WORK.K-4.9.1.4.E.2	Demonstrate effective communication using digital media during classroom activities.
WORK.K-4.9.1.4.F.1	Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.
WORK.K-4.9.1.4.F.2	Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.
WORK.K-4.9.1.4.F.3	Explain the importance of understanding and following rules in family, classroom, and community settings.

## **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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- In "A Plan." students will plan a project to make life better in your community better and show how children can work together to complete a project.
- Civics, Government, Human Rights: Unit 6, Wk 1
- Geography, People, Environment: Unit 6, Wk 3
- History, Culture, Perspective (holiday): Unit 6, Wk 4; Unit 6, Wk 5
- Economics, Innovation, Technology: Unit 6, Wk 4; Unit 6, Wk 5

- A Plan- How can we work together to make our lives better?

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
1-ESS1-2.ESS1.B.1	Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

## **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)