

01_Talking and Thinking About Letters

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **approximately 8-9 weeks per unit**
Status: **Published**

UNIT ORIENTATION

Unit 1 - Talking and Thinking About Letters

OVERVIEW OF BENDS

The unit bends are outlined within each Unit of Study and/or Curricular Calendar.

There are three bends to this unit, which are meant to review what was taught in Kindergarten.

Bend 1 is a name study. The name study provides a connection (valuing each name and child) and identifying letter-sound correspondence (including short vowels, blends, digraphs) and spelling patterns (including letters that look the same but sound different). Rug Clubs for communal study and discussion are introduced.

Bend 2 is a review of high-frequency words and allows an opportunity for the teacher to observe what a student knows about phonics, including: blends, short vowels, spelling patterns and exceptions to patterns.

Bend 3 is a review of phonograms, highlighting the word parts that are evident in known high-frequency words and using these parts to build or read other words (using analogy).

<i>Grade 1, Unit 1: Talking and Thinking about Letters</i>	
SESSION	SNAP WORDS INTRODUCED
<i>S.9 Looking Closely at Snap Words Set 1: 19 review words from Kindergarten</i>	an, and, at, by, can, fun, got, here, in, is, it, like, look, my, on, see, this, went, will
<i>S.10 Sorting Snap Words Set 2: 19 review words from Kindergarten</i>	all, as, ball, come, did, do, for, get, go, had, has, no, play, she, so, to, up, we, you
<i>S.12 Learning New Snap Words</i>	his, said, saw, say, then, they
<i>S.13 Extension 2 Learning More Snap Words to Reinforce Short Vowels</i>	but, let, run, us, yes

CONTENT AREA STANDARDS

LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Summative Assessments

Summative assessments can be found in the [If/Then](#) curriculum resource.

Formative Assessments

Formative assessments include but are not limited to running records, flash drafts, conferring notes, etc.

Benchmark Assessments

- iXL
- Dibels

INTERDISCIPLINARY CONNECTIONS (Deleted: 07/15/2022 by Molee, Joan)

Career Readiness: Utilize critical thinking to make sense of problems and persevere in solving them.

Career Readiness: Work productively in teams while using cultural global competence.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.5	Presenting Arguments and Explanations
SEL.PK-12.3	Social Awareness
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

- modify activity
- simplify/re-state directions
- check-ins/monitoring
- visuals/personal and whole class anchor charts
- partners/rug clubs
- wait time
- additional time for tasks
- verbal responses
- sorting cards, whiteboards, magnetic letters (hands on)

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core: Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars. Workshop related resources are embedded in the Units of Study.

Supplemental: Heggerty, iXL