

03_ From Tip to Tail

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **36 days**
Status: **Published**

UNIT ORIENTATION

Unit 3 - From Tip to Tail

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 coordinate with Learning About the World:Reading NonFiction in UOS Reading and NonFiction Chapter Books in UOS Writing:

Bend 1: Reading and Hearing All the Way Across Words

In this bend, students will be rallied to read nonfiction closely and thoughtfully. Students will draw on what they know about initial blends. Students will also be encouraged to attend to endings of words. We will continue to build on and extend student knowledge of inflectional endings such as -ing and -ed.

Bend 2: Dealing With Trickier Words

In this bend, the work of reading all the way across words continues but shifts to include tricky words. There will be a focus on reading words part by part in addition to other strategies. Students will have focused work on phonograms - short vowel that end in blends and digraphs. Students will transfer the knowledge of these taught spelling patterns to decode and spell words they have never seen before.

Bend 3: Raising the Level of Work with High-Frequency Words

In this bend, students will focus on high-frequency words and be reminded that these are words that they won't need to draw on their word solving skills for, they will know them in a snap. Students may orient themselves by scanning a page they are preparing to read and noting high-frequency words. They will continue to use high-frequency words to help them to read and write additional words. Knowledge of contractions will also be reinforced and extended. The bend is wrapped up with a celebratory tournament of word games, which can be used in class and also sent home for students to have additional practice.

Grade 1, Unit 3: From Tip to Tail: <i>Reading Across Words</i>	
SESSION	SNAP WORDS INTRODUCED
S.1 <i>Extension 3 Learning New Snap Words</i>	going, jump, never, there, where
S.4 <i>The Tricky Y</i>	any, today, very
S.7 <i>Extension 3 Learning More New Snap Words</i>	back, best, just, think, with
S.9 <i>Extension 3 Practicing Confusing Snap Words: Then and Than</i>	than, that, when
S.13 <i>Extension 1 When You Need to Relearn a Snap Word</i>	was
S.14 <i>Bringing New Knowledge of Words to Learning Snap Words</i>	could, should, would, mother, from
S.16 <i>Share Connecting Contractions to Snap Words</i>	don't

CONTENT AREA STANDARDS

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3. Describe characters, settings, and major event(s) in a story, using key details. Craft and Structure

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6. Identify who is telling the story at various points in a text. Integration of Knowledge and Ideas

RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.8. (Not applicable to literature) RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

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.

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.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.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
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.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.

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

SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.5	Presenting Arguments and Explanations

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

Benchmark Assessments

- iXL
- Dibels

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.

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.

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