Unit 5 - Beyond My World

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

Unit Overview

Students will explore the essential question "How do the seasons affect us?" They will read multiple texts about the seasons in order to learn what the different seasons are and the characteristics of each. They will explore different text structures including chronological and descriptive and will retell key details that relate to the topic . In writing, students will explore and learn and the characteristics of procedural books in order to write their own "how-to" book. They will use instructions, steps and illustrations to make the process clear to the reader.

Enduring Understandings

Readers can correct and confirm predictions while reading.

Readers can learn more about a topic by reading, comparing and contrasting, and gathering information from multiple texts.

Writers can use steps and illustrations to explain a process.

Writers can use procedural (how-to) texts to teach people.

Essential Questions

How can we learn about the seasons and how they affect us?

How can I learn information about a topic across texts and multimedia?

What are the characteristics of procedural (how-to) texts?

How can I teach someone how to do something using instructions and steps?

How do we know the seasons are changing?

Learning Objectives

READING

Analyze the structure of texts

Know and use various text features

Use the illustrations and details in a text to describe its key ideas

Retell stories and demonstrate understanding of their central message or lesson

We are All Wonders (DEI)

Little Turtle and the Changing Sea (Climate Change)

WRITING

Write informative/explanatory how-to books

Name a topic and supply facts/steps about the topic

LANGUAGE

Demonstrate command of the conventions of standard English grammar and usage

SPEAKING AND LISTENING

Ask and answer questions about key details in a text read aloud or information presented orally or through other media

Students will know about ...

INFORMATIONAL

Using informational text structure and text features

Making connections in text

Correcting and confirming predictions

Making inferences about words and illustrations

FICTION

Determining the theme

Finding key details that support the theme

WRITING

Generating ideas

Using instructions and steps in a process

Exploring graphics and text features

Climate Change: Question/Discussion Topic: Why Should I Be a Global Citizen? How can I be a responsible citizen in my classroom, community, and world? Describe and/or illustrate three traits of a responsible citizen.

Standards: Content

Standards: Interdisciplinary

L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
L.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
L.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
L.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
L.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
L.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.1.4.A	Read grade-level text with purpose and understanding.
L.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5,

	7.1.NL.IPERS.6).
L.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
L.WF.1.1.A	Write the upper and lowercase alphabets from memory.
L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.
L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.
L.WF.1.1.D	Recognize that each syllable is organized around a vowel sound.
L.WF.1.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
L.WF.1.2.C	Initial and final consonant blends (must, slab, plump).
L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
L.WF.1.3.A	Write sentences with increasing complexity.
L.WF.1.3.B	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
L.WF.1.3.C	Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
L.WF.1.3.D	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
L.WF.1.3.E	Use commas in dates and to separate single words in a series.
L.WF.1.3.F	Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
L.WF.1.3.G	Write statements in response to questions, and questions transformed from statements, using conventional word order.
L.WF.1.3.H	Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
L.WF.1.3.I	Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
L.VL.1.2	Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
L.VL.1.2.A	Choose flexibly from an array of strategies to determine the meaning of words and phrases.
L.VL.1.2.B	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.VI.1.3	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.VI.1.3.A	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.VI.1.3.B	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.VI.1.3.C	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
L.VI.1.3.D	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.VI.1.3.E	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance,

	stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
RI.CI.1.2	Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
RL.IT.1.3	Describe characters, settings, and major event(s) in a story, using key details.
RI.IT.1.3	Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
RL.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.
RI.TS.1.4	With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.
RI.PP.1.5	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
1-ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.
ESS1.B	Earth and the Solar System

Assessment Evidence

Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
X	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		