

Grade: 1 Subject: English Language Arts	Unit 3: Me, Myself and I
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will work with words (sight words) that do not fit the conventional spelling patterns • Students will have opportunities for practice in reading using leveled texts and the Literacy Centers model • Students will draft, revise, and edit writing using the Writing Process model, employing the 6 Traits of Effective Writing
Enduring Understandings	<ul style="list-style-type: none"> • There are some words (sight words) that do not fit the conventional spelling patterns and we need to commit them to memory. • Context and picture clues can help a reader understand the meaning of new words and ideas in a selection. • We form predictions by using details from a story and information we have gathered from our past experiences and the world around us. • Graphs, charts and diagrams are good ways to display and/or obtain information quickly and effectively. • Reading comprehension is based on awareness of text to text, text to self and text to world connections. • Readers use picture clues and context cues to identify the meanings of words. • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Reading comprehension is built on a solid foundation of word recognition, context, and sentence structure. • Stories can be based in reality or fantasy. • Knowing the setting and the sequence of story events helps leads to improved comprehension. • Text can tell a story or give information. • Writing is a process, not a result. • People write for different purposes and audiences. • By using the rules of capitalization, punctuation, and spelling, we become clear communicators. • Speaking and writing can be strengthened by using new vocabulary learned from shared literature or classroom experiences.
Essential Questions	<ul style="list-style-type: none"> • How does predicting the events to a story help us to understand? • Why is it important to know the setting and sequence? • Why do writers need to add details? • What are the most effective strategies a reader can use to decode and learn new words? • How can reading help me learn more about the world and people?

	<ul style="list-style-type: none"> • How can I tell if a story is real or make believe? • Why is it important to know the setting and sequence of events in a story? • Where can I come up with ideas for writing? • What choices can a writer make to improve a piece? • Why is it important to use a variety of words in your writing? • Why is it important to have a bold beginning?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Make 1:1 correspondence • Rhyming words • Initial consonant, clusters s,ed,ing endings • Comprehension • Introduction of transition words • Reinforce “Me, Myself and I” theme while focusing on Thanksgiving, Native Americans, Pilgrims and Veterans Day • Read guided reading texts focusing on using picture cues, beginning and ending sounds and picture walks • Making text-text, text-self and text-world connections • Making predictions from reading materials • Adding details • Sequencing and adding detail to ideas • Introduction to editing symbols • Introduction to conventions • Introduction to Thanksgiving, Native Americans, Pilgrims and Veterans Day vocabulary • Continue use of student poetry binder and chart • Identifying elements of a story • Fluency • Teach students to make predictions to help with comprehension • Students will read back own writing • Sequencing picture events in order • Use graphic organizers to identify beginning, middle and end
<p>Standards</p>	<ul style="list-style-type: none"> • 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 events in a story, using key details. • RL.1.4 - [Grade Level Standard] - 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.
- RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9: Compare and contrast the adventures and experiences of characters in stories.
- RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- RI.1.1: Ask and answer questions about key details in a text.
- RI.1.2: Identify the main topic and retell key details of a text.
- RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 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.
- RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.1.7: Use the illustrations and details in a text to describe its key ideas.
- RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.
- RF.1.1: Demonstrate understanding of the organization and basic features of print.
- RF.1.1.A: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2.A: Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.2.B: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RF.1.2.C: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2.D: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.1.3.A: Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3.B: Decode regularly spelled one-syllable words.
- RF.1.3.C: Know final -e and common vowel team conventions for representing long vowel sounds.

- RF.1.3.D: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3.E: Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3.F: Read words with inflectional endings.
- RF.1.3.G: Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4: Read with sufficient accuracy and fluency to support comprehension.
- RF.1.4.A: Read on-level text with purpose and understanding.
- RF.1.4.B: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.1.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 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.
- 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.
- W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 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.
- W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 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.
- SL.1.1.A: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1.B: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1.C: Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6: Produce complete sentences when appropriate to task and situation.
- L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.1.1.A: Print all upper- and lowercase letters.
 - L.1.1.B: Use common, proper, and possessive nouns.
 - L.1.1.C: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - L.1.1.D: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
 - L.1.1.E: Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - L.1.1.F: Use frequently occurring adjectives.
 - L.1.1.G: Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - L.1.1.H: Use determiners (e.g., articles, demonstratives).
 - L.1.1.I: Use frequently occurring prepositions (e.g., during, beyond, toward).
 - L.1.1.J: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.1.2.A: Capitalize dates and names of people.
 - L.1.2.B: Use end punctuation for sentences.
 - L.1.2.D: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - L.1.2.E: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies
 - L.1.4.A: Use sentence-level context as a clue to the meaning of a word or phrase.
 - L.1.4.C: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- L.1.5: With guidance and support from adults, demonstrate

	<p>understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • L.1.5.A: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. • L.1.5.D: 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. • L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • Rigby Readers • www.readinga-z.com • Supplemental leveled readers; 6 Traits Writing • <i>The Continuum of Literacy Learning</i> by Fountas and Pinnell; Wilson/Fundations support materials • Themed Literature: <i>Clifford's Family, Just Me, The Merry Go-Round, Noisy Nora, Oh No!, Peanut Butter and Jelly, The Three Billy Goats Gruff, Whose Mouse are You?, I Have a Secret, Families, Richie the Greedy Mouse, From Head to Toe, Ten Dogs in the Window, and The Little White Dog</i>

<p>Grade: 1 Subject: English Language Arts</p>	<p style="text-align: center;">Unit 4: Me, Myself and I</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Match oral words to printed words • Use decoding skills to read and pronounce unknown words • Sequence events into a logical order • Begin to read simple text with fluency • Use reading strategies to make sense of text • Keep a writing portfolio of work samples for teacher/student discussion and review • Produce a variety of writings including stories from personal experience, journal entries, and descriptions • Produce finished writing to share with class or for publication. • Recite poems, stories, or rhymes orally • Ask and answer various types of questions • Read aloud from developmentally appropriate text with attention to expression • Listen to make predictions • Begin to track print when listening or a familiar text being read or when rereading own writing • Sequence a series of pictures or images to tell a story • Interpret simple graphs, charts and diagrams • Begin to use basic punctuation and capitalization • Practice in reading using leveled texts and the Literacy Centers model • Draft, revise, and edit writing using the Writing Process model, employing the 6 Traits of Effective Writing
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • Using Conventions of writing are necessary for interpreting text. • All stories have a beginning, middle and end. • Reading comprehension is built on a solid foundation of word recognition, context, and sentence structure. • Writing is a process, not a result. • Context and picture clues can help a reader understand the meaning of new words and ideas in a selection. • We form predictions by using details from a story and information we have gathered from our past experiences and the world around us. • Reading comprehension is based on awareness of text to text, text to self and text to world connections. • Readers use picture clues and context cues to identify the meanings of words. • Reading is an active process; it is the key to knowledge and to understanding our world and ourselves. • Stories can be based in reality or fantasy.

	<ul style="list-style-type: none"> • Text can tell or story or provide information. • Writing is a process, not a result. • People write for different purposes and audiences. • By using the rules of capitalization, punctuation, and spelling, we become clear communicators. • Speaking and writing can be strengthened by using new vocabulary learned from shared literature or classroom experiences.
Essential Questions	<ul style="list-style-type: none"> • Why is it important to pay attention to punctuation while reading? • What is the importance of sequencing a story? • What are the most effective strategies a reader can use to decode and learn new words? • What choices can a writer make to improve a piece? • How can reading help me learn more about the world and people? • How can I tell if a story is real or make believe? • How can text features help to locate information?
Content (Subject Matter)	<ul style="list-style-type: none"> • Make 1:1 correspondence • Word families • Focus on short vowels • Comprehension strategies • Reinforcement of transition words • Continuing work on fluency • Reinforcing letter sounds, clusters, rhyming words, compound words and using picture clues • Introducing digraphs, long vowels and contractions • Sequencing and adding detail to ideas • Introduction to letter writing • Introduction to the publication process • Continued use of student poetry binder and chart • Introduce open ended response journal questions • Continued work on fluency • Continue to make predictions using clues from a story • Students will read back own writing • Continue to sequence picture events in order • Using graphic organizers to group like ideas together • Use punctuation and capitalization correctly
Standards	<ul style="list-style-type: none"> • 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 events in a story, using key details.

- RL.1.4 - [Grade Level Standard] - 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.
- RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.
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- RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.
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- RF.1.4.A: Read on-level text with purpose and understanding.
- RF.1.4.B: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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- 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.
- W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 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.
- W.1.7: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- 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.
- SL.1.1.A: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1.B: Build on others' talk in conversations by responding to the

comments of others through multiple exchanges.

- SL.1.1.C: Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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 - L.1.1.C: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - L.1.1.D: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
 - L.1.1.E: Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - L.1.1.F: Use frequently occurring adjectives.
 - L.1.1.G: Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - L.1.1.H: Use determiners (e.g., articles, demonstratives).
 - L.1.1.I: Use frequently occurring prepositions (e.g., during, beyond, toward).
 - L.1.1.J: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.1.2.A: Capitalize dates and names of people.
 - L.1.2.B: Use end punctuation for sentences.
 - L.1.2.D: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - L.1.2.E: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies

	<ul style="list-style-type: none"> • L.1.4.A: Use sentence-level context as a clue to the meaning of a word or phrase. • L.1.4.C: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). • L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. • L.1.5.A: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. • L.1.5.D: 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. • L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • Rigby Readers; www.readinga-z.com • Supplemental leveled readers • 6 Traits Writing; <i>The Continuum of Literacy Learning</i> by Fountas and Pinnell • Wilson/Fundations support materials • Theme Literature: <i>Wright Books, Clifford's Family, Just Me, The Merry Go Round, Noisy Nora, Oh No!, Peanut Butter and Jelly, Three Billy Goats Gruff, Whose Mouse are You?, I Have a Secret, Families, Richie the Greedy Mouse, From Head to Toe, Ten Dogs in the Window, Little White Dog</i>