

<p><b>Grade: 1</b>  <b>Subject:</b> English  Language Arts</p>	<p style="text-align: center;"><b>Unit 8: To Grow or Not to Grow</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>• Use decoding skills to read and pronounce unknown words</li> <li>• Sequence events into a logical order</li> <li>• Use reading strategies to make sense of text</li> <li>• Keep a writing portfolio of work samples for teacher/student discussion and review</li> <li>• Produce a variety of writings including stories from personal experience, journal entries, and descriptions</li> <li>• Produce finished writing to share with class or for publication.</li> <li>• Recite poems, stories, or rhymes orally</li> <li>• Ask and answer various types of questions</li> <li>• Read aloud from developmentally appropriate text with attention to expression</li> <li>• Listen to make predictions</li> <li>• Sequence a series of pictures or images to tell a story</li> <li>• Interpret simple graphs, charts and diagrams</li> <li>• Begin to use basic punctuation and capitalization</li> <li>• Draw conclusions from information and data</li> <li>• Attempt to use new vocabulary learned from shared literature or classroom experiences</li> <li>• Develop a vocabulary of 200 high frequency words</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>• Conventions of writing are necessary for interpreting text.</li> <li>• All stories have a beginning, middle, and an end.</li> <li>• Reading comprehension is built on a solid foundation of word recognition, context, and sentence structure.</li> <li>• Events follow a logical sequence</li> <li>• Details enhance the quality of a story</li> <li>• Literacy can be integrated with other subject areas</li> <li>• Using Conventions of writing are necessary for interpreting text.</li> <li>• Venn Diagrams can be used to compare and contrast characters, stories or information</li> <li>• Fiction is make believe and Non-Fiction is based on fact</li> <li>• Knowing the setting and the sequence of story events helps leads to improved comprehension.</li> <li>• Writing is a process, not a result.</li> <li>• By using the rules of capitalization, punctuation, and spelling, we become clear communicators.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>• What are the important elements in a “how to” story?</li> <li>• What are some different types of poetry?</li> </ul>

	<ul style="list-style-type: none"> <li>• What can you look for in a story in order to infer the author’s meaning?</li> <li>• How can text features help you locate specific information?</li> <li>• What choices can a writer make to improve a piece?</li> <li>• How do descriptive words help you create a visual image in your mind?</li> <li>• Why is it important to re-read your story?</li> <li>• How does editing improve your story?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>• Introduce new letter and vowel patterns (ou, oi, ow)</li> <li>• Continue work on contractions, compound words, digraphs,</li> <li>• Introducing word endings (-ed, -s,-ing)</li> <li>• Sequence events to create a logical story</li> <li>• Reinforcing letter sounds, clusters, rhyming words, compound words and using picture clues</li> <li>• Writing fiction and non-fiction stories</li> <li>• Introduction to author’s “voice”</li> <li>• (6-Traits: Voice)</li> <li>• Introduction to fairy-tale elements</li> <li>• Continue creating published work including: editing, author’s page, and dedication page</li> <li>• (6-Traits:Presentation)</li> <li>• Continued use of student poetry binder and chart</li> <li>• Introduction of poetry writing (Cinquains, Acrostic)</li> <li>• Continue comprehension questions in response journal</li> <li>• Continued work on fluency</li> <li>• Continue to make predictions using clues from a story</li> <li>• Introducing self-questioning techniques to increase comprehension skills</li> <li>• Ordering events from a previously read story</li> <li>• Continue use of table of contents and character webs</li> <li>• Continue to use punctuation and capitalization with accuracy</li> <li>• Continue to use ending marks, quotation marks and ellipses</li> <li>• Gather information from informational text</li> <li>• Encouraging a variety of word choice including various verbs, nouns, adjectives and transitional words.</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>• RL.1.1: Ask and answer questions about key details in a text.</li> <li>• RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• RL.1.3: Describe characters, settings, and major events in a story, using key details.</li> <li>• RL.1.4 - [Grade Level Standard] - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• 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</li> </ul>

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"> <li>• L.1.5.A: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>• L.1.5.B: 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).</li> <li>• L.1.5.C: Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>• 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.</li> <li>• 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).</li> </ul>
<p><b>Materials/Resources</b></p>	<ul style="list-style-type: none"> <li>• Rigby Readers</li> <li>• <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>• Supplemental leveled readers</li> <li>• 6 Traits Writing</li> <li>• <i>The Continuum of Literacy Learning</i> by Fountas and Pinnell</li> <li>• Wilson/Fundations support materials</li> <li>• Theme literature: <i>The Enormous Watermelon, How Does My Garden Grow?, Jack and the Beanstalk, All About Seeds, The Sunflower Went Flop, To Market, to Market, In the Rainforest, The Carrot Seed, The Reason for a Flower, I've Been Eating Blackberries</i></li> <li>• Wright Books</li> </ul>