

Grade 1 ELA Unit 5

<p>Established Goals: Standards</p> <p>Reading: Literature RL.1.2, RL.1.3, RL.1.6, RL.1.7 RL.1.9, RL.1.10</p> <p>Reading: Informational Text RI.1.1, RI.1.2b,b,c,d, RI.1.4</p> <p>Reading: Foundational Skills RF.1.2b, c, d, RF.1.3a, b, c, RF.1.4a,b,c</p> <p>Writing W.1.3, W.1.5, W.1.8</p> <p>Speaking & Listening SL.1.a,b,c , SL.1.4, SL.1.5, SL.1.6</p> <p>Language L.1.1d,g,h,i, j, L.1.2c, L.1.4a,b L.1.5.d</p> <p>Reading Street 1.4 Reading Street Weekly Test</p>	Transfer	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Blend and segment phonemes. ● Decode grade level appropriate words and recognize grade appropriate sight words to read grade level texts. ● Write a narrative recounting two or more events, using temporal words, including some details and a closing sentence. ● Retell key details identifying the central message or lesson in literature texts and the main topic in informational texts. 	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> ● Good readers use a variety of strategies to help aid in their reading and comprehension. ● When writing a narrative you should include temporal words to keep the events of your story in order. 	<p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> ● How do readers apply reading strategies to improve understanding and fluency? ● Why are correct punctuation, capitalization and spelling important? ● How can I write a story to tell my opinion?
	Acquisition	
	KNOWLEDGE	SKILLS
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ● Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). ● Decode basic CVC, CVCC, VC, words with a final –e. ● Use reading strategies to improve comprehension and fluency. ● Retell key details in literature and informational texts, including the lesson in literature and the main topic in informational text. ● Write a narrative piece, which includes temporal words, details, and a closing. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Decoding words with the CVC, CVVC, VC patterns. ● Decoding and write words with final e. ● Applying reading strategies to read with purpose and comprehension, accuracy, fluency and expression. ● Writing a narrative including two events with temporal words, details, and a closing sentence. ● Retelling a selection orally and in writing.

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Vocabulary	Instruction and Pacing (suggested order to teach)	
Retell, lesson, moral, story elements, main topic, narrative, informational text, compare/contrast, decode, high frequency, segment, context clues, transitional words, comprehension, Venn diagram	Decoding words Reading strategies Narrative writing Blend and segment phonemes	6 weeks
	Unit Benchmark/GRL testing	1 week
	total	7 weeks
Common Misconceptions		Proper Conceptions
The story says first, next, then, and last so I am done writing.		Stories require details to make it interesting to the reader.
A student may feel that if he/she can say all the words on the page, he/she is being a “good” reader.		Students should monitor for understanding as they are reading. They need to create meaning out of the words they are reading.
Resources		
New Jersey Model Curriculum, Reading Street Reading Series (book 4) Reading a-z.com, Youtube.com, abcy.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com,		
ELL Resources		
ESL teacher Scaffolding Unit 5 http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1u5.doc		

Differentiation and Accommodations
Provide graphic organizers Provide additional examples and opportunities for additional problems for repetition Provide tutoring opportunities Provide retesting opportunities after remediation (up to teacher and district discretion) Teach for mastery not test Teaching concepts in different modalities Adjust pace and homework assignments Extra time, ELL charts/work sheets for vocabulary, modified quizzes, translation work sheet, step by step instructions, Word wall Offer performance tasks of varied levels Include more scaffolding questions and tasks

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ELL Differentiation and Accommodations (all of the above in addition to the following)

Teach students to answer questions in the format of the test
 Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives
 Picture vocabulary
 Picture books
 Simplified language for understanding
 Reader's Theater
 Modify homework, assignments and assessment (can be oral if necessary)
 Cooperative learning
 Read directions and stories
 Language support cards
 Read aloud retell and then progress to shared story retell for benchmark practice and assessment
 Additional center work focusing on HFW
 Additional phonemic awareness teaching and practice
 Re-teach alphabet and alphabet sounds

Dual Language Differentiation and Accommodations (all of the above in addition to the following)

Teach students to answer questions in the format of the test
 Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives
 Picture vocabulary
 Picture books
 Simplified language for understanding
 Reader's Theater
 Modify homework, assignments and assessment (can be oral if necessary)
 Cooperative learning
 Read directions and stories
 Language support cards
 (ELL) Use gestures, point directly to objects, draw pictures. Involve students in Total Physical Response (TPR)
 Repeat and clarify instructions before testing.
 Provide individual small group or individual testing.
 Allow students as much time as necessary.
 Build and activate background knowledge for reading comprehension.

21st Century Skills

Critical Thinking, Creative Thinking, Collaborating, Communicating, Technology/Media Literacy, Global Awareness

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning

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	<ul style="list-style-type: none"> ● Using assessment in instruction ● Demonstrating Flexibility and Responsiveness
Interdisciplinary Connections	ELA, Science, Social Studies, Math and Technology

Performance Task (optional)
<p>Performance Task:</p> <p>Pretend your family took a trip last week. Write a story describing what happened on your trip.</p> <p>Be sure to tell where you went and what you did. Use the words that tell what happened first, next, and last. End your story with a closing sentence.</p> <p>Rubric</p> <p>4-The writing is on topic and has a beginning, middle, and end that shows a progression of ideas. The student uses temporal words. There are no errors that interfere with meaning.</p> <p>3-The writing is on topic and has a beginning, middle, and end. The student uses some temporal words. There are some errors but they do not interfere with the meaning.</p> <p>2-The writing is on topic but is missing a beginning, middle, or an end. The student does not use temporal words. There are many errors.</p> <p>1-The writing is not on topic or is incomplete. The student does not use temporal words. The writing is unreadable because of errors.</p>

Assessments	
<p>Formative Assessments (optional)</p> <p>Daily independent practice</p> <p>Peer Discussions</p> <p>Student Portfolio</p> <p>Reading/Writing Conferences</p> <p>Self-Evaluations</p> <p>Anecdotal Notes</p> <p>Open-Ended Responses</p> <p>Journal Entries</p> <p>Reading Logs</p> <p>Exit Tickets</p>	<p>Summative Assessments</p> <p>Weekly tests</p> <p>Unit Benchmark Assessment</p> <p>Guided reading level testing</p> <p>Performance Task</p> <p>Technology Task</p>