

Understanding by Design: Mountain Home School District 193

Designer Name: 1st Grade Teachers edited by Kaye G. and Lisa R.

Date: April 25, 2014

Subject Area: English Language Arts

Grade Level: 1st Grade

Unit Title/Focus: Back to School

Estimated Amount of Instructional Time: 25 days

Stage 1 – (Desired Results)

State Content and Skill Standards: Common Core State Standards (CCSS)

Domain: Reading Literature

- Key ideas and details
- Craft and Structure
- Integration of Knowledge and Ideas

Domain: Reading Informational Text

- Key ideas and details
- Craft and Structure
- Integration of Knowledge and Ideas

Domain: Reading Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognitions
- Fluency

Domain: Writing

- Text Types and Purposes
- Research to Build and Present Knowledge

Domain: Speaking and Listening

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Domain: Language

- Conventions of Standard English
- Vocabulary Acquisition and Use

Enduring Understandings: (what are the big ideas, what are the specific understandings desired)

CCSS Reading Standards for English

Language Arts

RL.1.1 Ask and answer questions about key details

RL.1.2 Retell

RL.1.3 Describe text elements using key details

RL.1.4 Words that suggest feelings and appeal to senses

RL.1.7 Describe text elements using visuals & text

Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)

Unit Essential Question: What is the impact of school?

- Why is it important to come to school?
- How has school changed?
- How did you feel on your first day of school? Why?

RL.1.9 Compare and contrast

CCSS Reading Standards for Informational Text

RI.1.1 Ask and answer questions about key details

RI.1.3 Describe connections

RI.1.4 Ask and answer

RI.1.6 Information provided by visuals vs. text

RI.1.7 Use visuals and text to describe key ideas

CCSS Reading Foundational Skills

RF.1.1 Features of print

RF.1.2c Isolate & pronounce initial & final sounds (phonemes)

RF.1.2d Segment phonemes (single-syllable words)

RF.1.3b Decode regularly spelled one-syllable words

RF.1.4b Read with fluency

RF.1.4c Monitor and self correct while reading

CCSS Writing

W.1.1 Write an opinion piece

W.1.2 Write an informative/explanatory text

W.1.3 Write a narrative of a single event

W.1.7 Shared writing

W.1.8 Recall/gather information to answer questions

CCSS Speaking and listening

SL.1.1 Agreed-upon rules for discussions

SL.1.1b Responds to comments

SL.1.1c Ask and answer questions to clarify

SL.1.5 Create visuals to clarify

CCSS Language

L.1.1b Use common and proper nouns

L.1.2a Capitalize names of people

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from an array of strategies

L.1.4a use sentence-level context as a clue to the meaning of a word or phrase

L.1.4b use frequently occurring affixes as a

clue to the meaning of a word
L.1.4c identify frequently occurring root words
and their inflectional forms

Objectives:

STUDENTS WILL...

- **Identify and isolate consonant and vowel sounds in the beginning, middle, and end of words**
- **Segment sounds of a word**
- **Blend, spell, and read words with specific sound/spelling patterns**
- **Write letters to represent specific sounds**
- **Write words using blending and segmenting skills**
- **Build fluency by accurately reading decodable books with sounds, spellings, and high frequency words that have been explicitly taught**
- **Begin identifying and reading high frequency words**
- **Replace sounds in different positions within a word**
- **Identify and match initial consonant sounds**
- **Identify, segment, and drop sounds in varying positions within words**
- **Say words containing specific sounds in varying positions within words**
- **Spell untaught words phonetically**
- **Capitalize dates and names of people**
- **Learn selection vocabulary**
- **Identify elements and purposes of reading different genres**
- **Listen to and discuss reading passages**
- **Use comprehension strategies when listening to a reading passage**
- **Identify parts of a book**
- **Discuss and retell events**
- **Ask and answer questions**
- **Make a presentation in an organized manner using descriptive details while speaking clearly**

Big Idea

Imagine It! Big Idea: Why do we go to school?

What Students will know: (what knowledge will they acquire)
Vocabulary (chuckled, tumbled, stumbled, fumbled, peeking,

What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)

uniform, discovering, science, staring, who, what, when, where, why, graceful, souvenir, approve, lantern, wiggled, snatched, respond, continued, concentrate, educated, ached, emergencies, ignore, public, invented, college, slates, chalk, arithmetic, fountain pen, illustrated, published, readied, fall, supplies, staring

Essential Skills, Strategies, and Concepts

- Print & Text Features / Elements
- Inquiry
- Decoding
- Common and Proper Nouns
- Segmenting Phonemes
- Capital Letters
- Asking Questions
- Clarifying
- Visualizing
- Sequencing
- Key Details
- Word Choice
- Rhyming Words
- Making/Describing Connections
- Cause and Effect

- List writing
- Create and share an autobiography with classmates
- Work cooperatively to create an alphabet book
- Fluently read and comprehend decodable texts
- Write letter/sound correspondences
- Name nouns
- Listen attentively
- Read and respond to age appropriate reading passages

Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)

Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)

- Writing lists – Lesson assessment rubric
- Writing an autobiography – Lesson assessment rubric
- Reading a decodable book – teacher observation
- Create an alphabet book – lesson assessment rubric
- Interview a person – teacher observation
- Write questions – teacher observation
- Write words and sentences using sounds and spellings which have been explicitly taught – whole group activity, immediate feedback

Other Evidence: (quizzes, tasks, academic prompts, homework, observations)

Students will be able to demonstrate proficiency with 80% accuracy on end of week assessments which include the following:

- Sound Blending
- High-Frequency Words
- Compare and Contrast
- Word Boundaries
- Dropping Final Sounds
- Drawing Conclusions
- Grammar, Usage and Mechanics
- Missing Sounds
- Selection Vocabulary

Other Assessment Tools to be used as needed:

- STAR Test
- Core Phonics Survey
- Aimsweb Progress Monitoring Tools

Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:

Lesson Activities:

Dates	Unit 1- Reading	Support Resources	Academic Vocabulary	Suggested Writing Topics For Unit	Grammar, Usage, and Mechanics
GS days	Getting Started (GS2)	Decodables 1-4 Skills Practice pp. 1-12	Discovering science language	Label items in the classroom Write word, phrase, or sentence to go with a picture of themselves	Grammar lessons will not begin until Unit 1 Lesson 3.

1-10 Week 1-2	– GS83)		lessons	Write words that begin with specific letters of the alphabet List the names of students in your classroom to use in future writing.	
Unit 1, Lessons 1-5 Week 3	Read Aloud: “First Day Jitters” “Back to School” Lessons 1-5 (T2- T137)	Decodables 5-8 Reteach pp. 1-12 Skills Practice pp. 15-28 EL Support, Unit 1 Lessons 1-5 Challenge pp. 1-6 Lesson/ Unit Assessment pp. 1-4		Write a list of types of writing people use How do the students in this poem feel? Why do you think they feel this way? (And the Answer Is...?) (opinion) How did you feel your first day of school? (opinion) Wh questions from Inquiry	Introduce, letter, word, sentence pp.T66-67 Review letter, word, sentence pp.T91 Introduce: letter writing left to right, top to bottom, pp.T91 Review T127
Unit 1, lessons 6-10 Week 4	“Suki’s Kimono” “Wolf!” Lessons 6-10 (T2- T137)	Making Connections *Reality vs. Fantasy, Visualizing Decodables 9-13 Reteach pp. 13-24 Skills Practice pp. 29-42 EL Support, Unit 1 Lessons 6-10 Challenge pp. 7-12 Lesson/ Unit Assessment Book pp. 5-8	educated	Suki had a favorite possession-what’s yours? Now describe your favorite possession. Or state what your favorite possession is and explain why it is special to you. (Descriptive or Opinion) Tell about a time you got a souvenir. What was it? (narrative) Make a list of wh questions about your first day of school and write an autobiography about your first day. (narrative) Tell what would be funny about a wolf in school (opinion) Recall all of the things that the wolf did to become a good reader. Write them in a list or a story.	Introduce nouns T209, T242-243, T287
Unit 1, lessons 11-15 Week 5	“School Then and Now” Lesson 11-15 (T302 – T435)	*Making Connections Decodables 14-18 Reteach pp. 25-36 Skills Practice pp. 43-54 EL Support, Unit 1 Lessons 11-15 Challenge pp. 13-18 Lesson/Unit Assessment pp.9-12	invented arithmetic illustrated	Draw a picture of your classroom and label the areas. (Informational) Draw yourself in school years ago and today. Label the picture. What was school like long ago? Compare how school has changed. Use details from the story to support your answer. What did I find funny or interesting about the poem? (School Bus) What is the poem about? Why would someone want to read it? (opinion)	Introduce singular and plural T356-357, T378-379, T411

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #2/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #3/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #4/DOK 1, 2, 3, 4 (circle one):
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):
Materials/Resources	Required Curriculum Resources <ul style="list-style-type: none"> • Big Books (Unit 1 Book 1, Unit 1 Book 2, & Rhyme Stew) • Decodable Books • Lion Puppet • Sound/Spelling Cards • Skills Practice Worksheets • Alphabet Letter Cards For Word Building Dictation • High Frequency Word Cards • First Day Jitters • Transparencies

- Home Connections
- Writer's Notebooks
- Language Arts Big Book
- Lesson Assessments
- Routine Cards (for teacher reference)

Supplemental Resources

- <http://candauscrew.blogspot.com/> (Units 1-10 activities designed for Imagine It!)
- www.gooru.com
- www.gonoodle.com
- Discovery Education (<http://www.sde.idaho.gov/site/isee/>)
- G:Drive Imagine It! Resources Folder
- Vocabulary Journal (hard copy at each school)

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