

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: I am Responsible!

Estimated Amount of Instructional Time: 15 days

Stage 1 – (Desired Results)

CCSS

Domain: Reading Literature

- Key ideas and details
- Craft and Structure

Domain: Reading Informational Text

- Key ideas and details
- Craft and Structure

Domain: Reading Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognitions

Domain: Writing

- Text Types and Purposes
- Production and Distribution of Writing
- 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)

Common Core Standards

CCSS Reading Standards for Literature

- RL 1.2 Retell
- RL 1.3 Describe text elements with details
- RL 1.4 Identify sensory words and phrases that show feelings

CCSS Reading Standards for Informational Text

- RI 1.1 Ask and answer questions about key details
- RI 1.2 Main idea and details
- RI 1.3 Make connections
- RI 1.5 Know and use various text features

CCSS Reading Foundational Skills

- RF 1.1 Demonstrate basic features of print
- RF 1.1a Recognize features of a sentence
- RF 1.2 Demonstrate spoken words, syllables, and sounds
- RF 1.2c Pronounce initial, medial vowel, and final sounds including consonant blends
- RF 1.2d Segment spoken single-syllable words

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

- How can we show we are responsible?
- What makes students act responsibly?
- How does being responsible impact our daily lives?
- What can I do to show responsibility at school, at home, with friends, with the environment?
- What have you seen other people do that showed responsibility?

- RF 1.3 Know/apply grade-level phonics & word analysis skills in decoding words
RF 1.3a Know the spelling-sound correspondences for common consonant digraphs
RF 1.3b Decode regularly spelled one-syllable words
RF 1.3g Recognize and read grade-appropriate irregularly spelled words

CCSS Speaking and Listening

- SL 1.2 Ask and answer questions in a text read aloud or information presented orally or through other media
SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
SL 1.6 Produce complete sentences when appropriate to task and situation

CCSS Language

- L 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L 1.1a Print all upper- and lowercase letters
L 1.1j Produce and expand complete simple and compound sentences
L 1.2 Command of conventions
L 1.2d Demonstrate use of conventional spellings for words with common spelling patterns and irregular words
L 1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns
L 1.5 With guidance, demonstrate understanding of word relationships and nuances in word meanings
L 1.5a Sort words

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.1.5 With Guidance, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing
W 1.7 Participate in shared research and writing projects
W1 1.8 With guidance, recall/gather information from personal experiences and research sources to answer a question

Students will...

- Identify and isolate consonants, consonant blends, digraphs, r-controlled vowels, schwa, and vowel sounds in the beginning, middle, and end of words
- Segment and count phonemes in a word
- Blend, spell, and read words with specific sound/spelling patterns
- Write letters to represent specific sounds and sound combinations
- 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
- Identify and read high frequency words

- Replace sounds and sound combinations in different positions within a word
- Be introduced to contractions
- Rhyme words
- Capitalize the beginning of sentences
- Say words containing specific sounds in varying positions within words
- Spell untaught words phonetically
- Learn selection vocabulary
- Identify elements and purposes of reading different genres
- Listen to and discuss different reading genres
- Use comprehension strategies when listening to a reading passage
- Identify and use parts of a book: cover, title page, table of contents, glossary, and headings
- Discuss and retell events from a reading selection
- Identify, use, and write declarative sentences & interrogative sentences
- Write and revise topic sentences
- Ask and answer questions
- Use the writing process to write a rhyming poem, free verse poem, and informational writing
- Identify and use adjectives, nouns, action verbs, and helping verbs
- Identify and print all upper and lowercase letters while controlling the size and spacing of letters
- Use the writing process to publish final writing projects
- Follow and give directions
- Use correct spacing between words
- Use resources to collect facts & make, confirm, and/or revise conjectures
- Publish and present writing

Big Idea(s)

How can we show that we are responsible?

What Students will know: (what knowledge will they acquire)

- Comprehension strategies
- Poetry Writing
- Information writing
- Phonemic awareness and Phonics
- Vocabulary
- Parts of a book

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

- Create rhyming and free verse poetry using the writing process
- Create informational writing with a good topic sentence using the writing process
- Use concept vocabulary in speech and writing
- Fluently read and comprehend decodable texts and transfer knowledge to other reading materials
- Listen attentively
- Read and respond using comprehension strategies to age appropriate reading passages
- Write letter/sound correspondences
- Follow and give directions

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?)

- Poetry writing – lesson assessment writing rubric
- Informational writing – lesson assessment writing rubric
- Use concept vocabulary – lesson assessment and teacher observation
- Fluently read and comprehend decodable texts – teacher observation
- Listen attentively – teacher observation
- Read and respond using comprehension strategies to age appropriate reading passages – lesson assessment and teacher observation
- Write letter/sound correspondences – teacher observation, scoring of skills practice worksheets
- Write a poetry using the writing process – lesson assessment writing rubric

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:

- Phoneme blending
- High frequency words
- Main idea and details
- Punctuation and type
- Letters and sounds
- Inferences
- Declarative sentences
- Verbs
- Cause and effect
- Selection vocabulary
- Write a list

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:

Learning Activities:

<u>Dates</u>	<u>Unit 3</u>	<u>Support Resources</u>	<u>Academic Vocabulary</u>	<u>Suggested Writing Prompts</u>	<u>Grammar</u>
Week 9 Unit 3, lessons 1-5	Read Aloud: "Manana Iguana" "Responsibility" "What Does it Mean to be Responsible?" (Big Book) Lesson 1-5 (T2 – T129)	Decodables 38-42 Reteach pp. 73-84 Skills Practice pp. 97-110 EL Support, Unit 3 L. 1-5 Challenge pp. 37-42 Lesson/Unit Assess. pp. 49-52	responsibility recycle respect obey excuses decorate honest accept actions simple	How do the characters show that they are responsible? Write a rhyming poem about responsibility What does it mean to be responsible? Draw a picture of yourself doing something responsible. Describe what you are doing. What makes students act responsibly?	Sentence structure- spacing between words and Capitalization- First word of a sentence (T68-T69) For Practice- Skills Practice Workbook- (pp. 103-104)
Week 10 Unit 3, lessons 6-10	"Arthur's Pet Business" "Pigsty" Lesson 6-10 (T130 – T279)	Decodables 43-49 Reteach pp. 85-96 Skills Practice pp. 111-124 EL Support, Unit 3 L. 1-5 Challenge pp. 43-48 Lesson/Unit Assess. pp. 53-56	inspected prove owe advertise schedule reward earned complain irresponsible	Write a story about a time you had to take care of a pet. Write about a pet that you have or would like to have. Write about how the characters in the stories were responsible or irresponsible. Compare and contrast how Arthur and Wendell acted responsibly.	Declarative Sentences (T196-T197, T230-231) For Practice- Skills Practice Workbook- (pp.117-118)

				Write about a time you were responsible.	
Week 11 Unit 3, lessons 11-15	“Talking about Our Environment” “When I Get Up in the Morning” Lesson 11-15 (T280 – T401)	Decodables 50-55 Reteach pp. 97-108 Skills Practice pp. 125-138 EL Support, Unit 3 L. 1-5 Challenge pp. 49-54 Lesson/Unit Assess. pp. 57-60	environment industry pollute litter include polluted harm encourage sign contents scraps tumble stretch	How can you take care of the environment? Write a free verse poem about responsibility. Use unit vocabulary words to write a story about responsibility.	Interrogative Sentences (T 334-T335,T 356-T367) For Practice- Skills Practice Workbook- (pp.131-132)

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)
H=HOOK all students and hold their interest
E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue
R=Provide opportunities to RETHINK and REVISE their understanding/work
E (2)=Allow students to EVALUATE their work
T=Be TAILORED (personalized) to different needs, interests, and abilities of learners
O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

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	<p>Required Curriculum Resources</p> <ul style="list-style-type: none"> • Big Books (Unit 3 Book 1 & Unit 3 Book 2) • Decodable Books • Lion Puppet • Sound/Spelling Cards • Skills Practice Worksheets • Alphabet Letter Cards • High Frequency Word Cards • Transparencies • <i>Manana Iguana</i> Read Aloud • Home Connections • Writer's Notebooks • Language Arts Big Book • Lesson Assessments • Animal Resource Books • Routine Cards (for teacher reference) <p>Supplemental Resources</p> <ul style="list-style-type: none"> • 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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