

**Designer Name:** 1<sup>st</sup> Grade Teachers edited by Kaye G. and Lisa R.

**Date:** April 25, 2014

**Subject Area:** English Language Arts

**Grade Level:** 1<sup>st</sup> Grade

**Unit Title/Focus:** North, South, East, West

**Estimated Amount of Instructional Time:** 15 days

Stage 1 – (Desired Results)

*State Content and Skill Standards:*

**Domain: Reading standards for Literature**

- Key Ideas and Details
- Integration of Knowledge and Ideas

**Domain: Reading Standards for Informational Text**

- Key Ideas and Details
- Integration of Knowledge and Ideas

**Domain: Reading Foundational Skills**

- Phonological Awareness
- Phonics and Word Recognition
- Fluency

**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 State Standards (CCSS)**

**CCSS Reading Standards for Literature**

RL.1.1 Ask and answer questions

RL.1.2 Retell

RL.1.7 Use visuals to understand text

**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.1.7 Use visuals to understand text

**CCSS Reading Foundational Skills**

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

RF.1.2a Distinguish long and short vowels

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)*

Why is it important to know about maps and to read them?

Why do people make maps?

Are maps always flat?

How can you tell where you are on a map?

Where is North? South? East? West?

Why do some maps have color on them?

What kind of maps would you like to make?

- 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.1.3 d-e Code by syllable
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension
- 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.1.5 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
- W.1.8 With guidance, recall/gather information from personal experiences and research sources to answer a question

**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

Students will understand that...

- Identify and isolate consonants, consonant blends, digraphs, r-controlled vowels, schwa, vowel combinations 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
- Write a list
- Identify and understand the use of ellipses
- Use pictures to generate writing ideas
- Capitalize the beginning of sentences, names, days, months and the pronoun I
- Say words containing specific sounds in varying positions within words
- Spell untaught words phonetically
- Learn selection vocabulary
- Identify elements and purposes of different reading genres
- Listen to and discuss different reading genres
- Use comprehension strategies when listening to a reading passage
- Recognize the relationship of text and graphics
- 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, and imperative sentences
- Write and revise lists
- Use a sequence map and the writing process to write instructions in the correct sequence from one place to another
- Ask and answer questions
- Use commas
- Identify and understand quotation marks
- Identify and use time and order words
- Identify and print all upper and lowercase

<p>letters while controlling the size and spacing of letters</p> <ul style="list-style-type: none"> <li>• Identify and understand word, sentence, and paragraph boundaries</li> <li>• Understand and Identify text-number word relationships</li> <li>• Use the writing process to publish final writing projects</li> <li>• Use correct spacing between words</li> <li>• Use resources to collect facts &amp; make, confirm, and/or revise conjectures</li> <li>• Develop speaking and listening skills by giving and listening to directions</li> <li>• Publish and present writing</li> </ul>	
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<p><b>Big Idea(s)</b> How do we use maps and globes?</p>	
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<p><i>What Students will know: (what knowledge will they acquire)</i></p> <p><b>Essential Skills, Strategies, and Concepts</b></p> <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Letter and Sounds</li> <li>• High Frequency Words</li> <li>• Text Recognition</li> <li>• Classify and Categorize</li> <li>• Selection Vocabulary</li> <li>• Making Inferences</li> <li>• Compare &amp; Contrast</li> <li>• Visualize</li> <li>• Main Idea/Details</li> <li>• Sequencing</li> <li>• Asking Questions</li> </ul> <p><b>Grammar Usage &amp; Mechanics</b></p> <ul style="list-style-type: none"> <li>• How to correctly write names of: Cities, States and Countries</li> <li>• Sentences of different lengths</li> <li>• Commas in a series</li> </ul>	<p><i>What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> <li>• Write instructions and a story about a journey using the writing process</li> <li>• Create narrative writing with a good topic sentence and details using the writing process</li> <li>• Use concept vocabulary in speech and writing</li> <li>• Fluently read and comprehend decodable texts and transfer reading skills to other reading materials</li> <li>• Listen attentively</li> <li>• Read and respond using comprehension strategies to age appropriate reading passages</li> <li>• Write letter/sound correspondences</li> <li>• Follow and give directions in spoken and written form</li> </ul>
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<p><b>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</b></p>	
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<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <ul style="list-style-type: none"> <li>• Write instructions and a story about a journey using the writing process- lesson assessment writing rubric</li> <li>• Use concept vocabulary – lesson assessment and teacher observation</li> <li>• Fluently read and comprehend decodable texts – teacher observation</li> <li>• Listen attentively – teacher observation</li> <li>• Read and respond using comprehension</li> </ul>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <p>Students will be able to demonstrate proficiency with 80% accuracy on end of week assessments which include the following:</p> <ul style="list-style-type: none"> <li>• Letters and sounds</li> <li>• High frequency words</li> <li>• Main idea and details</li> <li>• Special Texts</li> <li>• Cause &amp; Effect</li> <li>• Adjectives</li> </ul>
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<p>strategies to age appropriate reading passages – lesson assessment and teacher observation</p> <ul style="list-style-type: none"> <li>• Write letter/sound correspondences – teacher observation, scoring of skills practice worksheets</li> </ul>	<ul style="list-style-type: none"> <li>• Plural nouns</li> <li>• Pronouns</li> <li>• Sequence</li> <li>• Selection vocabulary</li> <li>• Write instructions</li> </ul> <p>Other Assessment Tools to be used as needed:</p> <ul style="list-style-type: none"> <li>• STAR Test</li> <li>• Core Phonics Survey</li> <li>• Aimsweb Progress Monitoring Tools</li> </ul>
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**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 6</u> <u>North,</u> <u>South,</u> <u>East, West</u>	<u>Support</u> <u>Resources</u>	<u>Academic</u> <u>Vocabulary</u>	<u>Suggested Writing</u> <u>Focus</u>	<u>Grammar</u> <u>Usage &amp;</u> <u>Mechanics</u>
<b>Week 18</b> <b>Unit 6</b> <b>Lessons 1-5</b>	Read Aloud: “The Captain Yankee’s”  “Me on the Map”  “Classroom Globe”  Lesson 1-5 (T2 – T121)	Decodables 79-81 Reteach pp. 161-168 Skills Practice pp. 221-234 EL Support, Unit 6 L. 1-5 Challenge pp. 81-84 Lesson/Unit Assess. pp. 121-124	map state earth street town country world globe steep schooner distance surrounded mighty whirl foreign beneath swirl	Share writing samples of expository/informative writing and discuss. Model and provide a shared writing class experience to explain how to play your favorite game.  What do map show?  How do you think you might use a map?  Do you live close enough to walk to school and what places do you pass on your way to school?  Why do people make maps?	Mechanics: How to write-names of Cities, States and Countries (T62-T63, T88-89)  For Practice-Use Skills Practice Workbook (pp. 227-228)
<b>Week 19</b> <b>Unit 6</b> <b>Lessons 6-10</b>	“Looking at Maps and Globes”  “A Trip to Grandma’s House”  “The Special Day”	Decodables 82-84 Reteach pp. 169-176 Skills Practice pp. 235-244 EL Support, Unit 6 L. 6-10 Challenge pp. 85-88 Lesson/Unit Assess. pp.	equator capitol building symbol printed whole imaginary wraps left proudly celebrate	First model and then have students use a Venn diagram to compare 2 places. Give facts and details about how they are alike and different. Then, all should transform ideas into a paragraph and hold peer to teacher writing conferences.	Sentences of Different Lengths (T177, T197)  For Practice-Use Skills Practice Workbook (pp. 241-242)

	Lesson 6-10 (T122 – T241)	125-128		<p>Why do you think it would be fun to find places on a globe?</p> <p>Find the legend on a map. Pick a symbol on the legend and explain what the legend stands for on the map.</p> <p>How do we use maps and globes?</p>	
<b>Week 20</b> <b>Unit 6</b> <b>Lessons 11-15</b>	<p>“Sam’s Map”</p> <p>“Our Class Trip”</p> <p>“The Zoo Trip”</p> <p>Lesson 11-15 (T242 – T349)</p>	<p>Decodables 85-87</p> <p>Reteach pp. 177-184</p> <p>Skills Practice pp. 249-262</p> <p>EL Support, Unit 6 L.11-15</p> <p>Challenge pp. 89-92</p> <p>Lesson/Unit Assess. pp. 129-132</p>	<p>neighborhood</p> <p>north</p> <p>east</p> <p>south</p> <p>west</p> <p>tour</p> <p>chopsticks</p> <p>subway</p> <p>next to</p> <p>hum</p> <p>birds of prey</p>	<p>Model first by drawing a map of your dream playground as prewriting. Then write to describe your dream playground. Be sure to include details about all the items there.</p> <p>What kinds of transportation might you see in a city?</p> <p>Draw a map of your school and describe how to get to your class?</p> <p>Draw a map of your house and describe how to get to your bedroom.</p>	<p>Commas in a Series (T280-281, T302-303, T323)</p> <p>For Practice-Use Skills Practice Workbook (pp.253-254)</p>

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

<b>Assessment Tasks that Provide Evidence for Claims including DOK</b>	<input type="checkbox"/> <b>Claim #1/DOK 1, 2, 3, 4 (circle one):</b>
	<input type="checkbox"/> <b>Claim #2/DOK 1, 2, 3, 4 (circle one):</b>
	<input type="checkbox"/> <b>Claim #3/DOK 1, 2, 3, 4 (circle one):</b>
	<input type="checkbox"/> <b>Claim #4/DOK 1, 2, 3, 4 (circle one):</b>

<b>Achievement Level Descriptors</b>	<b>ALD #1: ALD #2: ALD #3: ALD #4: (circle one):</b>
<b>Materials/Resources</b>	<p><b>Required Curriculum Resources</b></p> <ul style="list-style-type: none"> <li>• Big Book Unit 6</li> <li>• First Readers</li> <li>• Decodable Books</li> <li>• Sound/Spelling Cards</li> <li>• Skills Practice Worksheets</li> <li>• Alphabet Letter Cards</li> <li>• Alphabet Flash Cards</li> <li>• High Frequency Word Cards</li> <li>• Transparencies</li> <li>• <i>The Way to Captain Yankee's</i> Read Aloud</li> <li>• Home Connections</li> <li>• Writer's Notebooks</li> <li>• Language Arts Big Book</li> <li>• Lesson Assessments</li> <li>• Global Resource Books</li> <li>• Globes</li> <li>• Maps</li> </ul> <p><b>Supplemental Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="http://candauscrew.blogspot.com/">http://candauscrew.blogspot.com/</a> (Units 1-10 activities designed for Imagine It!)</li> <li>• <a href="http://www.gooru.com">www.gooru.com</a></li> <li>• <a href="http://www.gonoodle.com">www.gonoodle.com</a></li> <li>• Discovery Education (<a href="http://www.sde.idaho.gov/site/isee/">http://www.sde.idaho.gov/site/isee/</a>)</li> <li>• G:Drive Imagine It! Resources Folder</li> <li>• Vocabulary Journal (hard copy at each school)</li> <li>• Google Earth</li> <li>• <a href="https://www.flatstanley.com/">https://www.flatstanley.com/</a> (Flat Stanley Project)</li> </ul>