

ELA COMMON CORE CURRICULUM UNIT*

North Smithfield Public Schools

TITLE OF UNIT 1: All About Us

COURSE OR GRADE : 1

LENGTH OF TIME: Approximately 6 weeks

OVERVIEW OF UNIT:

Students will learn to ask and answer questions about themselves, others, and characters or topics in a text to begin to learn about the world around them. Students will learn to write personal narratives to share their experiences.

FOCUS ELA STANDARDS:

Reading

- Ask and answer questions **RL1.1**
- Retell (include details/central message) **RL1.2**
- Describe characters, setting, events **RL1.3**
- Identify sensory words **RL1.4**
- Compare/Contrast fiction and nonfiction **RL1.5**
- Identify Narrator **RL1.6**
- Use Illustrations **RL1.7**
- Compare/Contrast Adventures and Experiences **RL1.9**
- Broad reading of text appropriate to grade 1 **RL 1.10, RI 1.10**
- Identify main topic and retell **RI 1.2**
- Describe connections within text **RI 1.3**
- Clarify meaning of words and phrases **RI 1.4**
- Use text features **RI 1.5**
- Distinguish information from illustrations or text **RI 1.6**
- Identify author's reasoning **RI 1.8**

Foundational Skills

- Recognize sentence features **RF 1.1**
- Phonemic Awareness **RF 1.2**
- Phonics/Decoding
 - ❖ **RF 1.3a** --Digraphs
 - ❖ **RF1.3b** --CVC
 - ❖ **RF1.3c**—silent e, common vowel teams
 - ❖ **RF1.3d**—use number of vowels to determine syllables in a word
 - ❖ **RF1.3e**--decode two syllable words by breaking words into syllables
 - ❖ **RF1.3f** -- (ing, s,ed)
 - ❖ **RF1.3**--(high frequency words)
- Accuracy/fluency **RF1.4**

Writing

- **Narrative W1.3 (60%)**
- Informative **W1.2 (20%)**
- Opinion **W 1.1 (20%)**
- Develop and Strengthen Writing **W1.5**
- Publish using Technology **W1.6**
- Gather information to answer questions **W1.8**

Language

- Participate in collaborative conversations **SL1.1**
- Ask and answer questions **SL1.2**
- Ask and answer questions to clarify **SL1.3**
- Describe ideas clearly **SL1.4**
- Add drawings when appropriate **SL 1.5**
- Produce complete sentences **SL 1.6**
- Use language Conventions **L1.1**
- Demonstrate use of conventions in writing **L1.2**
 - ❖ **L1.2a** – (capitalize dates and names)
 - ❖ **L1.2b** –(use end punctuation)
 - ❖ **L1.2c** – (use commas for dates,lists)
 - ❖ **L1.2d** – (spell high frequency words)
 - ❖ **L1.2e** – (spell phonetically)
- Clarify meaning of words **L1.4** (using context clues, affixes, root words)
- Understand word relationships and word meanings **L 1.5**
Use words to signal simple relationships **L1.6**

ENDURING UNDERSTANDING:

We are all different and valuable and we all have experiences to share. Asking questions can help us learn about ourselves and the world. Answering questions helps us to teach others about what we know.

PRIOR KNOWLEDGE:

- An understanding of literary text (characters, setting, major events, central message)
- An understanding of how to ask and answer questions

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STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- Students will describe characters, setting, and major events
- Students will retell using details
- Students will identify main idea/central message
- Students will ask and answer questions about text and about each other
- Students will write narratives to share their experiences

CORE SELECTIONS:

Fiction

- “Pam and Sam” and complementing leveled texts (from Treasures and bookroom)
- “Run, Jump, Swim” and complementing leveled texts (from Treasures and bookroom)
- “Pet Tricks” and complementing leveled texts (from Treasures and bookroom)
- **No David** by David Shannon
- **Chrysanthemum** by Kevin Henkes

VOCABULARY

- “Pam and Sam” – (oral vocabulary) unique, interest
- “Run, Jump, Swim” – move, flippers, strong
- “Pet Tricks” – good, grab, trick

MENTOR TEXTS FOR NARRATIVE WRITING

- “**When I Was Little**” by Jamie Lee Curtis
- “**Every Friday**” by Dan Yaccarino

ACTIVITIES, PRODUCTS, PERFORMANCE,:

- Class Discussion/literature response:** Students will learn about classmates and their interests. Class will discuss how each individual is unique and has experiences to share.
 - o **Examples:** Student of the day writing, interviews, “We Are All Alike, We Are All Different” read aloud, News to Share
- Narrative pieces:** (examples): Write about a special time or person in your life, write about a special experience, write about the story of how you got your name (link with *Chrysanthemum*)
- Multi-media/technology:** <http://office.microsoft.com/en-us/word-help/getting-to-know-you-activities-for-young-students-HA001144331.aspx>, <http://teachers.net/lessons/posts/1140.html>,
- Graphic Organizers:** Venn Diagrams, Story Maps

ADDITIONAL RESOURCES:

- Common Core Curriculum Maps*, Josey-Bass, publisher
- Common Core Standards <http://www.ride.ri.gov/instruction/commoncore.aspx>
- Treasures Additional Resources
- www.readworks.org – Great website with fabulous resources and lesson plans!!!!
- www.teachingchannel.org – Fantastic video clips with mini-lessons for Common Core, behavior, and management

ASSESSMENTS:

Common Task: Constructed Response/Narrative Writing (End of Trimester 1): Write about a party. It could have been a party for your own birthday, or it could be a party that you went to. Remember to tell where it happened, who was there, and what you did at the party.

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LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:

- Lesson #2 Summary:

- Lesson #3 Summary:

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - Lead -in

 - Step by step

 - Closure

- Instructional strategies:** see curriculum introduction

- Assessments:** see curriculum introduction
 - **Formative**

 - **Summative**