

**ELA COMMON CORE CURRICULUM UNIT\***  
**North Smithfield Public Schools**

**TITLE OF UNIT 4: Nature Watch**

**COURSE OR GRADE : 1**

**LENGTH OF TIME: Approximately 6 weeks**

**OVERVIEW OF UNIT:**

Students will continue to explore relationships with weather. Students will continue to read non-fiction text and begin to understand vocabulary using context clues.

Students will write informative pieces about weather.

**FOCUS ELA STANDARDS:**

**Reading**

- Ask and answer questions **RL1.1, RI1.1**
- 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, RI1.7**
- 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 **RI1.2**
- Describe connections within text **RI1.3**
- Clarify Meaning of words/phrases **RI1.4**
- Use text features **RI 1.5**
- Distinguish information from illustrations or text **RI 1.6**
- Identify authors reasoning **RI1.8**
- Compare/Contrast two text on the same topic **RI 1.9**
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**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**

- **Opinion** **W1.1 (60%)**
- **Narrative** **W1.3 (20%)**
- **Informative** **W 1.2 (20%)**
- **Develop and Strengthen Writing** **W1.5**
- **Publish using Technology** **W1.6**
- **Short Research Projects** **W1.7**
- **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:**

How does weather affect our world? What is the relationship between different types of weather and storms? What are the different aspects of weather (helpful or harmful)?

**PRIOR KNOWLEDGE:**

- An understanding of informational text (topic, facts, text features)
- An understanding of the difference between fact and opinion

**STUDENT OBJECTIVES and/or NEW KNOWLEDGE:**

- Students will identify main idea/central message
- Students will compare/contrast types of weather.
- Students will write opinion pieces in response to text.
- Students will write informative pieces in response to text.
- Students will compare/contrast two texts on the same topic.

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**CORE SELECTIONS:**

**Fiction**

- "Pelican was Hungry" and complementing leveled texts (from Treasures and bookroom)
- "Stormy Weather" and complementing leveled texts (from Treasures and bookroom)
- "The Storm Monster" (library Big book)
- "I See Animals Hide" (library big book)

**VOCABULARY**

- "Pelican was Hungry" – (Oral Vocabulary) group, behavior; (In text) bill, fin, dove, sparkled,
- "Stormy Weather" – (Oral Vocabulary) forecast, conditions; (In text) great, explode, extreme, predict

**MENTOR TEXTS FOR OPINION WRITING**

- "The Power of Weather" pg. 143 – from *Treasures Read Aloud Anthologies and Plays*

**ACTIVITIES, PRODUCTS, PERFORMANCE,:**

- Class Discussion/literature response:** Students will discuss how weather affects our daily lives. Students will discuss how authors present information differently on the same topic.
- Opinion pieces:** Students will write an opinion piece. Which author did a better job of presenting information? Why do you think so?
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- Informational piece:** Students will write an informational piece about weather.
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- Multi-media/technology:** [www.WeatherWizKids.com](http://www.WeatherWizKids.com) ; Discovery Education; YouTube ; [www.climatekids.nasa.gov/index.cfm](http://www.climatekids.nasa.gov/index.cfm) ;
- Graphic Organizers:** Venn diagram, note taking,

**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](http://www.readworks.org) --- GREAT website!!!!!!!
- [www.teachingchannel.org](http://www.teachingchannel.org) --- WONDERFUL website!!!!

**ASSESSMENTS:**

**Common Task:** Constructed Response/Opinion (End of Trimester 2) In your opinion which season is the best one of the year? Write about that season and include ideas that clearly explain your opinion about why that season is the best one. Be sure that your writing has a beginning, middle, and end and clearly explains your opinion of the season you chose.

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LESSON PLAN for UNIT \_\_\_\_\_

LESSONS

- Lesson # 1 Summary:
  
- Lesson #2 Summary:
  
- Lesson #3 Summary:

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OBJECTIVES for LESSON # \_\_\_\_\_

- Materials/Resources:**
  
- Procedures:**
  - **Lead –in**
  
  - **Step by step**
  
  - **Closure**
  
- Instructional strategies:** see curriculum introduction
  
- Assessments:** see curriculum introduction
  - **Formative**
  
  
  - **Summative**