Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / ELA 1* / Grade 1 (ELA Regional Curriculum)

Thursday, October 18, 2012, 10:44AM

Module 2: Literature-Author's Craft (Week 7, 6 Weeks)

Stage 1: Desired Results

FOCUS Common Core Learning Standards	SUPPORTING Common Core Learning Standards
FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK–5, 1st Grade , Reading: Literature Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ▪ 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. ▪ 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Assess how point of view or purpose shapes the content and style of a text. ▪ 6. Identify who is telling the story at various points in a text. **FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK–5, 1st Grade , Writing** Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ▪ 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 1st Grade , Reading: Literature** Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ▪ 1. Ask and answer questions about key details in a text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ▪ 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ▪ 3. Describe characters, settings, and major events in a story, using key details. Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ▪ 7. Use illustrations and details in a story to describe its characters, setting, or events. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ▪ 9. Compare and contrast the adventures and experiences of characters in stories. ▪ 9a. With prompting and support, students will make cultural connections to text and self. Range of Reading and Level of Text Complexity

▪ 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. Responding to Literature 11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres. ▪ 11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed. **FOCUS CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK–5, 1st Grade , Speaking and Listening** Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ▪ 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. ▪ 1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). ▪ 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. ▪ 1c. Ask questions to clear up any confusion about the topics and texts under discussion. ▪ 1d. Seek to understand and communicate with individuals from different cultural backgrounds.	10. Read and comprehend complex literary and informational texts independently and proficiently. ▪ 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. Responding to Literature 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures. ▪ 11. Make connections between self, text, and the world around them (text, media, social interaction). **SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 1st Grade , Reading: Foundational Skills** Print Concepts 1. Demonstrate understanding of the organization and basic features of print. ▪ a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ▪ a. Distinguish long from short vowel sounds in spoken single-syllable words. ▪ b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. ▪ c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. ▪ d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. ▪ a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). ▪ b. Decode regularly spelled one-syllable words. ▪ c. Know final -e and common vowel team conventions for representing long vowel

	sounds. ▪ d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ▪ e. Decode two-syllable words following basic patterns by breaking the words into syllables. ▪ f. Read words with inflectional endings. ▪ g. Recognize and read grade-appropriate irregularly spelled words. Fluency 4. Read with sufficient accuracy and fluency to support comprehension. ▪ a. Read grade-level text with purpose and understanding. ▪ b. Read grade-level text orally with accuracy, appropriate rate, and expression. ▪ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 1st Grade , Writing** Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ▪ 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ▪ 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ▪ 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. ▪ 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. ▪ 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Responding to Literature 11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres. ▪ 11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed. **SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 1st Grade , Speaking and Listening** 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ▪ 2. Ask and answer questions about key details in a text read aloud or information

	presented orally or through other media. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. ▪ 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ▪ 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. ▪ 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. ▪ 6. Produce complete sentences when appropriate to task and situation. **SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 1st Grade , Language** Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ▪ 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ▪ 1a. Print all upper- and lowercase letters. ▪ 1b. Use common, proper, and

	possessive nouns. ▪ 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). ▪ 1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). ▪ 1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). ▪ 1f. Use frequently occurring adjectives. ▪ 1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). ▪ 1h. Use determiners (e.g., articles, demonstratives). ▪ 1i. Use frequently occurring prepositions (e.g., during, beyond, toward). ▪ 1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ▪ 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ▪ 2a. Capitalize dates and names of people. ▪ 2b. Use end punctuation for sentences. ▪ 2c. Use commas in dates and to separate single words in a series. ▪ 2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ▪ 2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

	Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. ▪ 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. ▪ 4a. Use sentence-level context as a clue to the meaning of a word or phrase. ▪ 4b. Use frequently occurring affixes as a clue to the meaning of a word. ▪ 4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ▪ 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Concepts

Macro-concepts:

- Author's craft in literature
- Writing with evidence

Micro-concepts:

- Word choice
- Voice
- Point of view
- Compare/contrast
- Text Structure

- Opinion Writing
- Narrative writing

Enduring Understandings

Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure. (ODE, first grade, ELA model curriculum, 2011)

Critical Content	Skills
▪ Author's word choice, voice, point of view and structure in stories and poems help create connections, relating to feelings/senses and enhance understanding (RL 1.4, RL 1.5, RL 1.6) ▪ Major differences exist between fiction and non-fiction text (RL 1.5) ▪ Narrators can change throughout a text (RL 1.6) ▪ Prose and poetry may be read for understanding with support and prompting (RL 1.5) ▪ Opinion writing is supported with relevant details and an appropriate sequence (W 1.1) ▪ Narrative writing is supported with relevant details and an appropriate sequence (W 1.3) ▪ Personal response is used to enhance understanding (W 1.11) ▪ Collaborative conversations using listening and speaking etiquette (agreed upon rules) help to summarize key information and ideas (SL 1.1)	▪ Identify words and phrases in stories and poems that suggest feelings or appeal to the senses (RL 1.4) ▪ Explain differences between fiction and non-fiction using a wide range of reading texts (RL 1.5) ▪ Identify point of view (who is telling a story) (RL 1.6) ▪ Read prose and poetry with support (RL 1.5) ▪ Write opinion pieces with supporting details (reason) including topic sentence, details, closure (W 1.1) ▪ Write narrative pieces with supporting details including appropriate sequence of events (first, next, last, etc.) with a sense of closure (W 1.3) ▪ Create a personal response to an author or theme (poem, dramatization, art work, personal response) (W 1.11) ▪ Participate in collaborative discussions about topics and texts (peers, adults, small and large groups) ▪ Follow agreed upon rules (SL 1.1) ▪ Build on others' conversations (SL 1.1) ▪ Ask questions to clear up confusion (SL 1.1) ▪ Seek to understand and communicate with individuals from different cultural backgrounds (SL 1.1)

Vocabulary

word choice, voice, point of view, compare, contrast, text structure, sequence (beginning, middle, end), opinion, narrative, fiction, non-fiction, temporal words (first, next, then last, etc.) prose, poetry, poem, text, personal response, topic sentence, closure

Stage 2: Assessment Evidence

Assessments

Module 2: 4 Formative 1 Summative
Summative: Performance: Authentic Task

Please click on the Red Link in the Assessment section for a complete document outlining the 4 Formative and 1 Summative tasks

4 Formative 1 Summative

Stage 3: Learning Plan	
Learning Activities	**Resources**

<< Previous Year

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