Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Thursday, October 18, 2012, 10:43AM

Module1: Literature-Unlocking the Text (Week 1, 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 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. **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. ▪ 3. Write narratives in which they recount two	**SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 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. 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

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** 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. 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.	self. Range of Reading and Level of Text Complexity 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. **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** 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. **SUPPORTING CCLS:ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, NYS: 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. 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. 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. **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. 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.

Concepts

Macro-concepts:

- Literal understanding of text
- Inferential understanding of text
- Writing with evidence

Micro-concepts:

- Questioning
- Central message
- Setting and characters
- Major events and key details
- Job of the author and illustrator
- Opinion writing

Enduring Understandings

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life. (ODE, first grade, ELA model curriculum, 2011)

Critical Content	Skills
▪ Key details are used to demonstrate understanding of text (RL 1.1) ▪ Asking and answering questions enhances understanding of the text (RL 1.1) ▪ Central idea of a text is determined by key details and events (RL 1.2) ▪ Individuals, events, and ideas are developed and interact over the course of a story (RL 1.3) ▪ Opinion writing is supported with relevant details and an appropriate sequence (W 1.1) ▪ Narrative writing is constructed with text dependent details and an appropriate sequence (W 1.3) ▪ Connections can be made within and across	▪ Identify key details within text (RL 1.1) ▪ Ask and answer questions (RL 1.1) ▪ Retell stories (RL 1.2) ▪ Demonstrate understanding of central message (main idea) (RL 1.2) ▪ Describe story elements (setting, characters and events) (RL 1.3) ▪ Sequencing of events (RL 1.3) ▪ 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)

genres (W 1.11) ▪ Verbal response to a text is used to enhance understanding (SL 1.4, SL 1.6)	▪ Create a poem, dramatization, art work, or other personal response to an author or theme studies (W 1.11) ▪ Verbally describe story elements (SL 1.4) ▪ Verbally produce complete sentences (SL 1.6)

Vocabulary

setting, characters, central message (theme/lesson), major events, key details, author, illustrator, photographer, connections, sequence (beginning, middle, end), opinion, narrative, topic sentence, closure, temporal words (first, next, then, last, etc.), text

Stage 2: Assessment Evidence

Assessments

Module 1: 5 Formative and 1 Summative
Summative: Performance: Authentic Task

For a complete outline of the assessments please click the Red Link of the Assessment section in the right hand corner

Module 1: 5 Formative 1 Summative

Stage 3: Learning Plan

Learning Activities	Resources
	▪ See Link for Story Map: Beginning Middle End ▪ See Link for Poetry resource : Climb Inside a Poem (Heinemann) ▪ See Link for Poetry Resource: Poetry Place Anthology ▪ See Link for Module 6: Integrated Checklist ▪ See Link for Mod 3+4 Info checklist ▪ See link for Module 1-6 Speaking listening checklist ▪ See link for Module 1-2 Literature Checklist Story Map: Beg Mid End Climb Inside a Poem Poetry Place Anthology Module 6 Integrated Checklist Module 3+4 Info Checklist Module 1-6 Speaking Listening Checklist

	Module 1-2 Literature Checklist

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