Unit Template

Desired Results

Title of Unit: Unit 4 Skills

Enduring Understandings

- Or, er, ar digraphs
- Days of the week tricky words
- Today, Yesterday, Tomorrow tricky words that correspond with past, present, and future verb tense
- Sentence building with nouns, verbs, and adjectives
- Descriptive paragraph writing about an animal

Essential Questions

- What makes r-controlled vowels so unique from other digraphs?
- How do you recognize what tense a person is talking in during conversations?
- How do you read and write an ending for a past tense verb?
- What does a descriptive paragraph look like?

Guiding Questions

- What are the different digraphs (er, or, ar)?
- How do you tell the difference between past, present, and future verb tense?
- What do you need to make a descriptive paragraph?

- **Knowledge**

Students will understand:

- r-controlled vowel sounds and the most common (or least ambiguous) spelling for each sound: • /er/ spelled ‘er’ as in her • /ar/ spelled ‘ar’ as in car • /or/ spelled ‘or’ as in for
- Reading and writing two syllable words
- Reading and writing sentences and phrases
- Past tense endings
- Identify verbs in past and present tense
- Identify adjectives

- **Skills**

- Distinguish similar sounds (ar, er, or)
- Write similar sounds (ar, er, or)
- Read multisyllabic words fluently
- Distinguish between root words and suffixes
- Identify nouns, verbs, and adjectives
- Identify past, present, and future verbs
- Master tricky words and read and write days of the week
- Drafting descriptive writing and research an animal

STANDARDS-

1RF4: Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.
1RF4a: Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.
1RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary
Phonics and Word Recognition
1RF3: Know and apply phonics and word analysis skills in decoding words.
1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).
1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final –e conventions and common vowel teams).
1RF3c: Decode regularly spelled one-syllable words.
1RF3d: Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.
1RF3e: Decode two-syllable words following basic patterns by breaking the words into syllables.
1RF3f: Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked) 1RF3g: Read most common high-frequency words by sight
1W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.
1W7: Recall and represent relevant information from exp

Assessment Evidence

• Oral reading of decodable stories: Observation records for recording student performance in the form of an Anecdotal Reading Record and Discussion Questions Observation Record are included in Teacher Resources.
• Written responses to story comprehension questions: You will be prompted to collect and review activity book pages for specific lessons.
• Sound/spellings taught in this unit—/er/ > 'er,' /ar/ > 'ar,' and /or/ > 'or': Again you will be prompted to collect specific activity pages. Quick "Checks for Understanding" to evaluate classroom performance as a whole are also designated in various lessons. Careful attention to this information, collected on a daily basis, will enable teachers to quickly determine which students may benefit from reteaching and/or more practice in particular skills using the Additional Support activities found at the end of each lesson. Student Performance Assessment
In Lessons 25–28, you will be prompted to administer a multipart Mid-Year Assessment. In the Dictation Assessment, students will be asked to spell and write words with the r-controlled spellings taught in this unit. All students will also complete a Grammar Assessment in which they will be asked to identify nouns and verbs in a set of sentences, change verbs to past tense in another set of sentences, and match contractions with their noncontracted equivalent. All students will also read a new grade-level, informational text selection about a bat and will then answer literal and inferential comprehension questions. Finally, each student will work with you one-on-one to complete the Word Reading in Isolation Assessment which evaluates each student's ability to read words with the letter-sound correspondences taught thus far in CKLA. Detailed error analysis forms and guidelines for interpretation are included.

Learning Plan

Learning Activities

- Large card chaining
- Pocket chart chaining
- Comprehension worksheets
- Buddy reading
- Tricky word practice
- Oral blending and segmenting
- Wiggle cards
- Vowel Spelling Review
- Verb Identification
- Introduce Spelling/Practice Spelling Words
- "ed" dance

Resources

Tricky Word Caregiver Letter • Tricky Word Flash Cards • Tricky Word Assessment Record: Beginning and End of Unit 4 • Tricky Word Assessment—Unit 4 • Anecdotal Reading Record—Unit 4 • Discussion Questions Observation Record—Unit 4 • Spelling Analysis Directions and Analysis of Student Errors (Lessons 5, 10, 15, and 20) • Lesson 18: Grammar Observation Record • The Writing Process • The Five Senses Chart • Planning Template: Trout • Informational Text Draft Template • Editing Checklist • Dictation Assessment Directions and

Record Sheet • Reading Comprehension Assessment Record Sheet—Unit 4 • Reading Comprehension Assessment Remediation Guide—Unit 4 Skills 4 8 • Word Reading in Isolation Assessment and Scoring Sheet • Word Reading in Isolation Analysis Directions—Unit 4 • Word Reading in Isolation Remediation Guide • “Amber the Bat” • Additional Support Activity Pages • Activity Book Answer Key • Appendix: Using Chunking to Decode Multisyllable Words