

WAUCONDA SCHOOL DISTRICT 118
UNIT PLANNING ORGANIZER

Subject: ELA

Grade Level or Course: First Grade

Unit: 6: Together We Can

Pacing:

STAGE 1 – DESIRED RESULTS

Essential Questions:

How does asking and answering questions about key details in a text help in understanding a story?
How does including key details from the text help identify the central message and/or lesson?
How does understanding language conventions improve speaking and writing?
How does participation in collaborative discussions in small and large groups lead to deeper understanding of a variety of topics and texts?
How does asking and answering questions about key details in texts read aloud or information presented orally develop comprehension?
How does understanding spoken words, syllables, and sounds help build the foundation for reading?
How does knowing and applying phonics and word analysis skills help in decoding words?
How does reading with fluency support comprehension?

Big Ideas:

Understand a story by asking and answering questions.(RL.1.1)
Use key details to identify the central message .(RI.1.2)
Use descriptive details to express ideas more clearly in discussions.(SL1.4)
Use language conventions and complete sentences when speaking and writing.(L.1.1, SL.1.6)
Develop a topic, details, and a closing to write an informative/explanatory piece.(W.1.2)
Show an understanding of spoken words, syllables, and sounds.(RF.1.2)
Apply phonics and word analysis skills when decoding words.(RF.1.3)
Read with fluency.(RF.1.4)•

ELA Standards [based on Illinois State Standards] (Overarching Objectives):

Literature

Objective # I can statement...

Informational Text

Objective # I can statement...

Language

Objective # I can statement...

Writing

Objective # I can statement...

Speaking and Listening

Objective # I can statement...

Reading Foundational Skills:

Objective # I can use phonics skills to read grade level words correctly. (RF.1.3)

ELA Standards [based on Illinois State Standards] (Priority Objectives):

Literature

Objective # I can retell a story with details and show that I know what the author is teaching me. (RL.1.2)

I can tell about characters, settings, and events using details in a story. (RL.1.3)

Informational Text

Objective # I can statement...

Language

Objective # I can use words correctly when I write. (L.1.1)

I can show that I know how to write sentences correctly. (L.1.2)

Writing

Objective # I can write to teach about a topic by giving facts about it. (W.1.2)

I can listen to others' ideas to help add details to my story. (W.1.5)

I can use what I have learned to answer questions or I can find out the answer somewhere else. (W.1.8)

Speaking and Listening

Objective # I can statement...

Reading Foundational Skills:

Objective # I can read first grade words with long vowel sounds. (RF.1.3c)

ELA Standards [based on Illinois State Standards] (Supporting Objectives)

Literature

Objective # I can statement...

Informational Texts:

Objective # I can statement...

Language:

Objective # I can use personal, possessive, and indefinite pronouns (e.g., me, my; they, them, their, anyone, everything) (L.1.d)

Writing:

Objective #)

Speaking and Listening

Objective # I can statement...

Reading and Foundational Skills:

Objective # I can use what I know about vowel sounds to help me figure out how many syllables are in words.(RF.1.3d)

I can read two-syllable words.(RF.1.3e)

I can read words with inflectional endings. (RF.1.3f)

I can read first grade words that aren't spelled the way they sound. (RF.1.3g)

STAGE 2 – EVIDENCE

Concepts (What students need to know?)	Performance Tasks (What students will be able to do?)	PLC Target Evidence (Which assessment [formative or summative] should we target for a PLC discussion? Evidence-based P4R)

STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

Suggested Resources/Materials/Informational Texts

Anchor Text (<i>Textbook Name</i>)
<p style="text-align: center;"><u>Wonders McGraw Hill</u> <i>Click, Clack, Moo</i> <i>Meet Rosina</i> <i>Rain School</i> <i>Lissy's Friends</i> <i>Happy Birthday, U.S.A.!</i></p>

Read Alouds/Shared Reading	Non-Fiction
Super Tools (RWW) Wrapped in Ice (RWW) A Spring Birthday (RWW)	March on (Paired Read) All Kinds of Helpers (RWW) Rainy Weather (Paired Read) Making Paper Shapes (Paired Read) Share the Harvest and Give Thanks (RWW) A Young Nation Grows (Paired Read)
Poetry	Media
Together (RWW) Abuelita's Lap (Paired Read)	interactive Read Alouds www.connected.mcgraw-hill.com
Writing/Language	Grammar
Write narrative, informative and opinion pieces to respond to prompts Find and use text evidence to support writing	Capitalize I Pronouns Possessive pronouns Days, months, holidays Special pronouns Commas in dates and letters Using I and me Adverbs that tell how
Word Study/Phonics	Foundational Skills/Strategies
Variant Vowel /u/ (oo, u, u__e, ew, ue, ui, ou) Variant Vowel /o/ (a, aw, au, augh, al) Suffixes -ful and -less Silent Letters wr, kn, gn Three Letter Blends (spl, scr, spr, str, thr,shr) Inflectional Endings -ed, -ing R-Controlled Vowel (air, are, ear)	Theme Author's purpose Visualize Retell the text Describe plot events: cause and effect

EL Resources			RTI Resources
LDP(Language Development Practice) LDC(Language Development Cards) CW (Companion Worktext) RWW(Reading Writing Workshop)			
●Beginning EL Level 1-2 (60 minutes)	■ Intermediate EL Level 2-3 (45 minutes)	◆ Advance EL Level 4-5 (30 Minutes)	
*Oral Language: LDC Explore essential questions,make connections,buil d background and Introduce vocabulary words daily. Skill: Reading: Choral reading, Echo reading, High Frequency Words, Phonics. Grammar: LDP Pronouns (pg. 61, 63) Possessive Pronouns (pg. 67) Special Pronouns (pg. 65)m <i>I and me</i> Adverbs that Tell How (pg. 59) Writing: RWW	*Oral Language: LDC Explore essential questions,make connections,buil d background and Introduce and review vocabulary words weekly. Skill: Reading: Choral reading, Echo reading, High Frequency Words, Phonics. Grammar: LDP Pronouns (pg. 62, 64) Pronouns (pg. 68) Pronouns (pg. 66) <i>I and me</i> Adverbs that Tell How (pg. 60) Writing:RWW	*Oral Language: LDC Explore essential questions,make connections,buil d background and Introduce vocabulary words weekly. Skill: Reading: Choral reading, Echo reading, High Frequency Words, Phonics. Grammar: LDP Pronouns (pg. 62, 64) Pronouns (pg. 68) Pronouns (pg. 66) <i>I and me</i> Adverbs that Tell How (pg. 60) Writing:RWW	

Suggested Research-based Effective Instructional Strategies

Academic Vocabulary/	Enrichment/Extensions/	Interdisciplinary
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Word Wall	Modifications	Connection
<p>High Frequency Words:</p> <p>Week 1</p> <ul style="list-style-type: none"> • answer • brought • busy • door • enough • eyes <p>Week 2</p> <ul style="list-style-type: none"> • brother • father • friend • love • mother • picture <p>Week 3</p> <ul style="list-style-type: none"> • been • children • month • question • their • year <p>Week 4</p> <ul style="list-style-type: none"> • before • front • heard • push • tomorrow • your <p>Week 5</p> <ul style="list-style-type: none"> • favorite • few • gone 	<p>Leveled Readers</p> <p>Leveled Spelling Lists</p> <p>Oral/Visual Vocabulary Cards</p> <p>ELL Strategies and Materials</p> <ul style="list-style-type: none"> • EL Readers • ELL Visual Vocabulary Cards • Preteach Vocabulary and Oral Vocabulary • Language Transfers Handbook • Scaffold • TPR (Total Physical Response) to demonstrate feeling words • Point to details in photographs • Use the retelling cards to scaffold • Response Boards • “I Do, We Do, You Do” • Wonders for English Learners • Focus on articulation, especially with vowels • Non-verbal cues (pantomime or draw) • Turn and Talk • Sentence Frames (We _____ at school. We do this activity because _____.) • Identify cognates (words that are similar in English and Spanish) • Language Development Cards • Language Development Practice Pages • Companion Worktext 	

- surprise
- wonder
- young

Academic Language:

- verb
- comma
- fantasy
- character
- setting
- plot
- detail
- illustrate
- revise
- define
- dialogue
- event
- sequence
- title
- diagram
- theme
- author
- cause
- effect
- nonfiction
- opinion
- caption
- verb
- noun
- contraction
- apostrophe
- evidence
- classify
- topic
- adjectives
- biography

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