



Winds of Change

Essential Question

"How does change impact the world?"

In this fourth six-week unit of first grade, students look at changes in nature through non-fiction, changes in the feelings of characters through fantasy, and changes in their own writing through revision.

Reading Standards for Literature

Key Ideas and Details

RL.1.3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (e.g., "soon the round moon was shining" [Lobel, Arnold. "Owl and the Moon." Owl at Home. Harper Collins, 1975]).

RL.1.6 Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Reading Standards for Informational Text

Key Ideas and Details

RI.1.3 Describe the connection between two individuals, **events**, ideas, or pieces of information in a text.

Integration of Knowledge and Ideas

RI.1.8 Identify the reasons an author gives to support points in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Standards: Foundational Skills

Phonological Awareness

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Distinguish long from short vowels in spoken one-syllable words.

b. Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.

d. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).

New Standard f. Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.

New Standard g. Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/).

Phonics and Word Recognition

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the letter-sound correspondences for common consonant digraphs (e.g., th, sh, ch, ck)

b. Know the letter-sound correspondences.

• silent e (e.g., a-e, e-e, i-e, o-e, u-e)

• vowel teams

-vowel digraph (e.g., ee, oo, ai, ay, ea)

c. Recognize and read grade-appropriate irregularly spelled words.

d. Read words with inflectional endings.

e. Decode regularly spelled one-syllable words that follow syllable types

- close syllable
- open syllable
- vowel-consonant-e
- vowel teams
- consonant -le
- r-controlled vowel

Fluency

RF.1.4 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 on successive readings.

RPS Standard. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

W.1.1 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.

W.1.2 Write informative/explanatory text in which they name a topic, supply some facts about a topic, and provide some sense of closure.

New Standard c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.1.3 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.

Production and Distribution of Writing

W.1.5 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.

Research to Build and Present Knowledge

W.1.7 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).

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

Comprehension and Collaboration

SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.

b. Continue conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

Presentation of Knowledge and Ideas

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6 Produce complete sentences when appropriate to task and situation.

Language Standards

Conventions of Standard English

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. 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).

•*Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop.)*

d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

h. Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

•*Use appropriate spacing to separate words in a sentence.*

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

•*Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.*

Vocabulary Acquisition and Use

L.1.4 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.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Use frequently occurring affixes as a clue to the meaning of a word.

c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

L.1.6 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., because).