



Grade 1 - Unit 6 Reading and Writing With Voice!

Unit Focus

In this unit, students have an opportunity to find their voice when reading and when writing. In the reader's workshop, students put themselves in a character's shoes by analyzing their thoughts and actions. They practice reading fluently while diving into reader's theater plays and poetry. In writing, students are first challenged with the idea of identifying an audience and learning how to be convincing. They back up their reasoning with solid evidence and learn how to persuade. The final part of this unit allows time for writing poetry and exploring how authors can paint pictures for their readers with their words. They learn about writing using descriptive language, adjectives, vivid verbs, and rhyme.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • Common Core <ul style="list-style-type: none"> ○ <i>English Language Arts: 1</i> <ul style="list-style-type: none"> ▪ Reading Literature <ul style="list-style-type: none"> ▪ Ask and answer questions about key details in a text. (CCSS.ELA-LITERATURE.RL.1.1) ▪ Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS.ELA-LITERATURE.RL.1.4) ▪ With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS.ELA-LITERATURE.RL.1.10) ▪ Demonstrate understanding of the organization and basic features of print. (CCSS.ELA-LITERACY.RF.1.1) ▪ Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS.ELA-LITERACY.RF.1.1.A) ▪ Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS.ELA-LITERACY.RF.1.2) ▪ Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS.ELA-LITERACY.RF.1.2.A) ▪ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS.ELA-LITERACY.RF.1.2.B) ▪ Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.1.3) ▪ Decode regularly spelled one-syllable words. (CCSS.ELA-LITERACY.RF.1.3.B) ▪ Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS.ELA-LITERACY.RF.1.3.C) ▪ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS.ELA-LITERACY.RF.1.3.D) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.</p> <p>T2 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.</p> <p>T3 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Readers use appropriate strategies to construct meaning from texts.</p> <p>U2 Readers examine an author's word choice to interpret point of view, meaning, mood, or tone.</p> <p>U3 Readers read grade-level texts with sufficient accuracy and fluency to support comprehension.</p> <p>U4 Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail.</p> <p>U5 Rules of grammar, spelling and mechanics are conventions of language that guide writers and readers.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What's my strategy for reading this text? How do I know if it is working?</p> <p>Q2 What do good readers do?</p> <p>Q3 How do the techniques/craft moves authors use impact the meaning of the text?</p> <p>Q4 How do I best support my purpose for writing?</p> <p>Q5 Why do we have/need rules of language?</p>

Stage 1: Desired Results - Key Understandings

- Decode two-syllable words following basic patterns by breaking the words into syllables. *(CCSS.ELA-LITERACY.RF.1.3.E)*
- Read words with inflectional endings. *(CCSS.ELA-LITERACY.RF.1.3.F)*
- Recognize and read grade-appropriate irregularly spelled words. *(CCSS.ELA-LITERACY.RF.1.3.G)*
- Read with sufficient accuracy and fluency to support comprehension. *(CCSS.ELA-LITERACY.RF.1.4)*
- Read grade-level text with purpose and understanding. *(CCSS.ELA-LITERACY.RF.1.4.A)*
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. *(CCSS.ELA-LITERACY.RF.1.4.B)*
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.1.4.C)*
- Writing
- 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. *(CCSS.ELA-LITERATURE.W.1.1)*
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. *(CCSS.ELA-LITERATURE.W.1.8)*
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. *(CCSS.ELA-LITERATURE.SL.1.1)*
- 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). *(CCSS.ELA-LITERACY.SL.1.1.A)*
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges. *(CCSS.ELA-LITERACY.SL.1.1.B)*
- Ask questions to clear up any confusion about the topics and texts under discussion. *(CCSS.ELA-LITERACY.SL.1.1.C)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.1.1)*
- Print all upper- and lowercase letters. *(CCSS.ELA-LITERACY.L.1.1.A)*
- Use common, proper, and possessive nouns. *(CCSS.ELA-LITERACY.L.1.1.B)*
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). *(CCSS.ELA-LITERACY.L.1.1.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). *(CCSS.ELA-LITERACY.L.1.1.E)*
- Use frequently occurring adjectives. *(CCSS.ELA-LITERACY.L.1.1.F)*

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** Readers study the actions and words of characters to better understand them.
- K2** Readers match a character's feelings to their voice when reading.
- K3** Repeated reading aides in building fluency and prosody.
- K4** Sensory details, adjectives, verbs, simile, and rhyme are all used when writing poetry.
- K5** Evidence backs up a personal claim.
- K6** Sentences should be complete and have capitalization and punctuation.
- K7** Vocabulary: adjectives, verbs, fluency, capitalization, punctuation, compound words, syllable division, suffix, commas, common, proper, and possessive nouns

Skill(s)

Students will be skilled at...

- S1** Putting themselves in the character's shoes.
- S2** Using voice expressively and clearly.
- S3** Rereading to build fluency.
- S4** Stating a claim and providing evidence to support that claim.
- S5** Analyzing the way writers play with language.
- S6** Editing writing for capitalization, punctuation, and grade level spelling.
- S7** Using sensory details, strong adjectives, and vivid verbs.
- S8** Syllables in multisyllabic words
- S9** Compound words
- S10** Syllable division rules
- S11** Suffix -s, -ing, -ed added to multisyllabic words
- S12** Suffix -es added to basewords with closed syllables
- S13** Using commas in dates and to separate words in a series

Stage 1: Desired Results - Key Understandings

- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. *(CCSS.ELA-LITERACY.L.1.1.J)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.1.2)*
- Capitalize dates and names of people. *(CCSS.ELA-LITERACY.L.1.2.A)*
- Use end punctuation for sentences. *(CCSS.ELA-LITERACY.L.1.2.B)*
- Use commas in dates and to separate single words in a series. *(CCSS.ELA-LITERACY.L.1.2.C)*
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. *(CCSS.ELA-LITERACY.L.1.2.D)*
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. *(CCSS.ELA-LITERACY.L.1.2.E)*
- 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. *(CCSS.ELA-LITERACY.L.1.4)*
- Use sentence-level context as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.1.4.A)*
- Use frequently occurring affixes as a clue to the meaning of a word. *(CCSS.ELA-LITERACY.L.1.4.B)*
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). *(CCSS.ELA-LITERACY.L.1.4.C)*
- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. *(CCSS.ELA-LITERACY.L.1.5)*
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. *(CCSS.ELA-LITERACY.L.1.5.A)*
- Identify real-life connections between words and their use (e.g., note places at home that are cozy). *(CCSS.ELA-LITERACY.L.1.5.C)*
- 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. *(CCSS.ELA-LITERACY.L.1.5.D)*
- Language
- 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). *(CCSS.ELA-LITERACY.L.1.6)*

Madison Public Schools Profile of a Graduate

Stage 1: Desired Results - Key Understandings

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. *(POG.3.1)*
- Product Creation: Effectively use a medium to communicate important information. *(POG.3.2)*