

Harrison Township School District

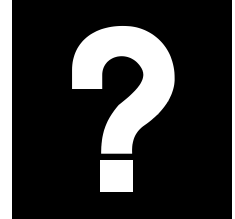
“Where Bright Futures Begin”

Grade: 1
Course: English Language Arts
Theme: Changes

Unit #: 3
Trimester: II
Week(s): 19 through 24

Essential Questions

- What is changing in our world?
 - How do places change?
 - What do we learn as we grow and change?
 - What can we learn about animals as they grow and change?
 - What changes happen in a garden?
 - What changes can be seen in nature?
 - What do animals do when the seasons change?



Enduring Understandings

- ✓ Places grow in size when new people come; places can be made better by people working together; places change to reflect the needs of people.
- ✓ As we grow and change we learn to do new things; we understand how we are the same as others; we understand how we are different from others.
- ✓ Babies go through many changes and learn as they grow; it is fun to learn something new.
- ✓ We plant seeds in a garden; rain and sun helps seeds grow; it takes time for plants to grow.
- ✓ Some animals undergo amazing changes; caterpillars change to become butterflies; the cycle of change repeats itself.
- ✓ Animals may gather food or feed more in summer and fall; build new homes in fall and spring; migrate in fall and spring.



Reading Standards

Reading Standards for Literature:

- Ask and answer questions about key details in a text.
- Describe characters, settings, and major events in a story, using key details.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

Reading Standards for Informational Text:

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

Reading Standards – Foundational Skills:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Decode regularly spelled one-syllable words.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
 - Read words with inflectional endings.
 - Recognize and read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Writing Standards

- 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.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 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.
- 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.

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - 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).
 - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught word phonetically, drawing on phonemic awareness and spelling conventions.
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Speaking and Listening Standards

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - 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).
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.