

Appendix 1

Implementing Common Core Standards:

These are the standards that my unit will address and will be met in multiple ways. The reading standards will be met through reading books that contain homophones and homonyms in them. The writing standards will be met through their work in creating their own stories that use homophones/homonyms. The rest of the standards are speaking and listening standards. These standards will be addressed throughout the unit as the majority of our time will be spent on discussing the different meanings of words that sound the same.

RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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

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

W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7: Participate in shared research and writing projects.

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.

SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

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.

L.1.5: With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word 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).