

Unit 1

Content Area: **English Language Arts**
Course(s): **Just Words**
Time Period: **September**
Length: **10 Days**
Status: **Published**

Unit Summary

In Unit 1, the stage is set for the study of the English Language. A discussion about the history of written language and the English alphabetical writing system. This is intended to help students understand that English is a sound-based system and give them background as to why and how sounds are used in the English language to read and write thousands of words. Students will review or learn the basic consonant, short vowels, and digraphs.

Standards

LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.

Student Learning Objectives

- Students will learn brief history of written English.
- Students will learn letter-keyword-sound for consonants.
- Students will learn letter-keyword-sound for short vowels.
- Students will learn sound recognition for consonants and short vowels.
- Students will learn phoneme segmentation (3 sounds).
- Students will learn blending sounds for decoding.
- Students will learn the concept of consonant digraph, key words and sounds such as wh, ch, sh, th, and ck.
- Students will learn segmenting sounds for spelling (3 sounds, short vowel words, and pseudo words).
- Students will learn spelling of ck at end of words.
- Students will learn demonstration words such as gap, chat, and shock.
- Students will learn high frequency words such as they, is, was, the, have, from, of, and are.

Essential Questions

- What strategies can I use to read an unknown multisyllabic word?
- How do I mark sounds and divide syllables in unfamiliar words?

- How can spelling pattern rules help me with my reading and writing?

Enduring Understandings

- Students will understand that word analysis and decoding skills are foundational for success as a reader and writer.