

Unit 6 English Language Arts: Grade One

Content Area: **Language Arts**
Course(s): **Generic Course**
Time Period: **Marking Period 4**
Length: **May-June**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

LA.1.CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.1.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.1.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCSS.ELA-Literacy.L.1.2.a	Capitalize dates and names of people.
CCSS.ELA-Literacy.L.1.2.b	Use end punctuation for sentences.
CCSS.ELA-Literacy.L.1.2.c	Use commas in dates and to separate single words in a series.
CCSS.ELA-Literacy.L.1.4.c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.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).
CCSS.ELA-Literacy.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
CCSS.ELA-Literacy.RF.1.2.b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CCSS.ELA-Literacy.RF.1.2.c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CCSS.ELA-Literacy.RF.1.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
CCSS.ELA-Literacy.RF.1.3.c	Know final -e and common vowel team conventions for representing long vowel sounds.
CCSS.ELA-Literacy.RF.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
CCSS.ELA-Literacy.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How might rereading help you when you read another selection?
- How might summarizing help you when you read another selection?
- What do writers need to do to produce their neatest work?
- What is the predicate of a sentence?
- What is the subject of the sentence?
- Why do authors use Author and Me questions?
- Why do authors use word play as a literary element?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- Authors use word play to use words in fun and interesting ways.
- Good writers use their best handwriting to write their final draft. Good writers use correct letter formation for each of their letters and correct spacing between words.
- Reading a story over again, helps to make the story clearer.
- Some answers are not right in the passage. Sometimes you have to use what authors tell you and what you already know to answer a question.
- Summarizing helps readers to understand what they have read. The summary should include the most important ideas of the selection.
- The predicate is the part of the sentence that tells what the subject does or is.
- The subject of the sentence tells the who or the what of the sentence.

Content

Student will be able to:

- reread and summarize as a strategy for comprehension
- use the skill illustration to help comprehend
- use the skill make and confirm predictions
- use the skill classify and categorize
- compare and contrast stories
- identify cause and effect in a story
- use context clues to understand language used in a sentence
- use inflectional endings
- decode and spell word with variant vowel /u/ and diphthong /oi/
- blend phonemes
- decode and spell oi, oy
- decode and spell variant vowels au, aw
- learn and use syllable rules and patterns
- learn and use suffixes
- identify text feature head; captions
- use text feature question and answer format

- correctly use capitalization and punctuation
- identify subjects of a sentence
- identify predicates of a sentence
- use pronouns I and Me
- Combine sentences
- write personal narratives

Resources

Treasures Student book

Student on level practice book

Student beyond level practice book

Student Grammar workbooks

Student Spelling workbooks

Workstations Flipcharts

Journals

Sound boxes

ActivBoard Flipcharts

Teaching Chart

Leveled Library

High Frequency Word Cards

Guided Reading Leveled Books

Decodable readers

Various Big Books

Various classroom literature and literature from the school library

