

Third Trimester

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **12 weeks**
Status: **Published**

Unit Overview

In this trimester students will continue to build upon previously taught skills. In writing students will focus on opinion and persuasive writing. In foundations students will take letter sound relationship knowledge and will begin applying to spelling. In shared reading students will continue to gain exposure to various types of literature and will begin recognize and understand word usage.

Essential Questions

What connections can I make with a book?

How are sounds and words represented?

What happens when I blend phonemes?

How can I write to persuade my reader?

How can I express my opinion when writing?

Content

Shared Reading:

Respond appropriately to questions based on facts in expository text, heard or read.

Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.

Participate in a group discussion based on a literature selection that identifies the characters, setting, sequence of events

Participate in a group discussion in response to a given piece of literature that connects text to self, text to world, or text to text.

Writing:

Attempt simple sentences.

Participate in writing a variety of functional texts.

Generate ideas through class discussion.

Add additional details to original draft scripted by teacher or written by student with prompting.

Review and edit the draft for errors and conventions with prompting.

Share a finished piece of writing.

Communicate by drawing, telling or writing for a purpose.

Create narratives by drawing, dictating, and/or emergent writing.

Generate ideas through class discussion (modeling, brainstorming, webbing, drawing, writer's notebook, group discussion).

Review and edit the draft for errors in conventions with prompting.

Share a finished piece of writing.

Use words, labels or short phrases that clearly go with the picture text.

Create pictures or text with distinctive personal style and originality.

Use labels, captions or picture descriptors to expand meaning.

Participate in writing communications with the teacher as a scribe including thank you notes and friendly letters.

Participate in creating persuasive texts through drawing and/or writing.

Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing and/or writing.

Use pictures with imitative text, letters or recognizable words to convey meaning.

Use spaces between words.

Write left to right and top to bottom.

Show a clear sense of coordination between text and pictures.

Fundations:

Rhyming

Initial and final phonemes

Identify the initial and final sounds (not the letter) of a spoken word.

Blend spoken phonemes to form a single word.

Recognize that a new word is created when a specific letter is changed, added or removed.

Orally produce rhyming words in response to spoken words.

Blend two or three spoken syllables to say words.

Blend spoken simple onsets and rimes to form real words.

Distinguish spoken rhyming words from non-rhyming words.

Segment one syllable words into their phonemes using manipulatives to mark each phoneme.

Use knowledge of letter/sound relationships to spell simple words.

Skills

Rhyming

Phonemes

Graphemes

Identify the initial and final sounds.

How-to books

Persuasive writing

Assessments

Teacher observation

Student demonstration

(oral and written)

Students will be able to:

-improve oral communication;

-listen and comprehend;

-participate in discussions.

Finished writing pieces

Lessons/Learning Scenarios

Shared Reading:

March: *The Wind Blew, On the Go, Bus Stops, The Bus For Us*

April: *In the Tall Tall Grass, In the Yard, 5 Little Ducks, Little White Duck, Seeds*

May: *The Very Hungry Caterpillar & the Life Cycle of the Butterfly, New Jersey Books*

June: *The Tiny Seed, London Bridge is Falling Down, Who's In the Shed, Over in the Ocean*

- Identify and produce rhyming words
- Segment and blend and manipulate phonemes
- Map sounds onto letters

Writing:

Mini Lessons: Use comparisons to give readers clear directions, write How-to books about familiar things, writing a collection of How-To books, writing introductions and conclusions, turning How-to books into gifts, preparing a celebration party, words are like magic wands, convincing people with persuasive writing, generate more writing for more causes, reread and fix up writing, using spelling strategies, write to spread the word, write letters to reach readers, study mentor text, knowing what to say, improving our writing/imagining solutions, draw on a repertoire of strategies to write about a world problem, teaching information to persuade your audience, writing how-to books to make a change, editing for punctuation, plan and rehearse speeches, use a checklist for publishing.

Create narrative by drawing, dictating and/or emergent writing.

Participate in writing a variety of functional texts (i.e., classroom rules, letters, experiments, recipes, notes and messages, labels, directions, posters, graphs/tables).

Generate ideas through class discussion.

Review and edit the draft for errors and conventions with prompting.

Share a finished piece of writing.

Distinguish between uppercase and lowercase letters.

Use punctuation in writing, although inconsistent or experimental.

Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing and/or writing.

Use pictures with imitative text, letters or recognizable words to convey meaning.

Show a clear sense of coordination between text and pictures.

Morning Message completed with students sharing the pen more often. @ least 2-3 x's a week. Students begin to take on more responsibility and write part of the message; can read back message through "stretching out" words to hear sounds; they can spell words from word wall, words they know, etc.

Editing Skills:

- Continue with concept of last name, positioning, etc.

- More time devoted to editing for word wall words, spacing, period, name spelling.
- Formally introduce the concept of a sentence.
- Review word spacing as an important writing skill; use Spaceman, finger, etc.
- Formally introduce word spacing as an important writing skill; use Spaceman, finger, etc.

Foundations:

Match graphemes to phonemes in sequence to make a word

Identify the initial and final sounds.

Say letter sounds represented by the single lettered consonants in isolation and the context of words and vowels in isolation.

Blend spoken phonemes to form a single syllable word.

Recognize that a new word is created when a specific letter is changed, added or removed.

Blend two or three spoken syllables to form words.

Blend spoken simple onsets and rimes to form real words.

Orally produce rhyming words in response to spoken words.

Segment one syllable words into their phonemes using manipulatives to mark each phoneme.

Use resources (e.g., environmental print, word walls) to spell correctly.

Standards

LA.K.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.
CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
CCSS.ELA-Literacy.RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
CCSS.ELA-Literacy.RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Resources

Model Text Used:

"Creak Said the Bed"

"Freight Trains"

"My First Soccer Game"

Various Anchor Charts- Ideas for writing, When I'm Done It's Just Begun, and What good writers do.

Writing Folders

Just right paper

Pens and colored pencils

Fundations white boards, magnet boards and Key Word Cards.

Letter Tubs

Journal books

Scholastic Let's Find Out