

# Unit 2 - October

Content Area: **English Language Arts**  
Course(s): **English Language Arts 1**  
Time Period: **October**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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### Essential Questions

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What are the steps I need to follow to create a piece of writing? (Good writers follow a process of steps to develop a piece of writing.)

How do readers understand what they read?

How does reading quickly, correctly, and with expression help me understand what I'm reading?

How are sounds represented by letters?

### Content

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**Writing:** Spacing between words; Visualizing; Writing a snapshot; Planning for details; Stories with a beginning, middle, and end; Describing actions, thoughts, and feelings; Revising & Editing; Sharing writing with a partner and/or the class; Correcting word order in sentences; Writing telling sentences

**Reading:** With prompting and support, read prose and poetry of appropriate complexity for grade 1; With prompting and support, read informational texts appropriately complex for grade 1.

**Guided Reading:** Use the illustrations and details in a text to describe its key ideas; understand word relationships and nuances in word meanings; define words by category and by one or more key attributes

**Shared Reading:** Describe characters, settings, and major events in a story, using key details. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**Language:** Days of the week & months of the year; printing letters; beginning and ending sounds; blending onsets and rimes; /ck/ & /k/; short e words; roots of English words

### Skills

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**Writing:**

Space between words

Visualize

Write a snapshot

Plan for details

Write a story with a beginning, middle, and end

Describe actions, thoughts, and feelings

Revise/Edit

Share writing with a partner and/or the class

Correct word order in sentences

Write telling sentences

**Reading:**

Predict/retell

Respond to literature

Retell stories sequentially (b, m, e)

Increase vocabulary

Respond with relevant comments

Problem solve while reading independently

Set purpose for reading

Become familiar with book language

Get meaning from context

Understand Questions vs. comments

Summarize

Determine what is quality literature

Set goals for reading

Understand that an idea may be expressed in different ways: serious, humor, story, factual, letter, list, poem, etc.

Select appropriate reading material for interest and ability level

***Guided Reading:***

Sound out (b.m.e)

Recognize high frequency words

Use picture clues, chunks to make sense/meaning

***Shared Reading:***

Make connections while reading

Identify characters, make predictions, and provide details

Apply concepts of ***first, then, last, next in retelling***

**Language:**

Identify onset and rime (Short a focus)

Blend sounds

Recognize days of the week and months of the year

Understand that words in English come from different countries and cultures

Blend short e word family words

Be able to change the first letter in a word to make a new word

## **Assessments**

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Observations

Journaling

Participation in Writer's Workshop

Analyzing student writing using a rubric

Running records

Observe students during reading groups

Teacher observations

Fountas & Pinnell

Phonics assessments

Student can read the days of the week

Month by Month Phonics, pg. 38 - 39

## Lessons/Learning Scenarios

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### Writing:

#### *Launching the Writing Workshop by Lucy Calkins*

Shared writing based on From Head to Toe: introduce concepts of naming words (nouns) and action words (verbs), pattern writing and picture/word connections

Other ideas for shared writing: list making, webbing (prior to writing about tree observation), descriptive words, details, sequencing (beginning, middle end)

*Reference Wonder Writers pg. 50 – 51 for Naming words and Action Words mini-lessons and Wonder Writers pg. 66 for Pattern Writing mini-lesson*

First Modeled Writing Piece: Personal response to tree observation

This is related to a home project. Students choose a tree from home to observe all year long. They draw the tree, put items from the tree in a bag (leaves, bark, berries, bugs, branches), present to class. Students will write about the experience of observing their tree, collecting artifacts from their tree, and presenting about their tree. (science connection)

Introduce terms for Writing Process: prewriting, drafting, editing, publishing, Author's Chair

Begin Editor's Checklist – edit for capitals at the beginning of sentences, I, and names. Model this editing for students and have students use this editing checklist for own writing. (B. I. N. – beginning, I, names)

*Reference Wonder Writer's pg. 44 for Capitalization: First Names and "I"*

*Personal writing piece in folder: personal response to tree observation*

### Reading:

Concepts of print

Rereading

Leveled reading groups

*Fry instant phrases*

### Language:

**Month by Month Phonics:** *Word Wall activities, pg. 30 – 32*

Picture lotto games

Clap out syllables

Writer's workshop and journal writing

Make and write introduced wall words

Find high frequency words in books

Calendar, calendar songs

Phonics activities

Making words activities

Magnetic letters

## Standards

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LA.1.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.1.CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.1.1.a	Print all upper- and lowercase letters.
CCSS.ELA-Literacy.L.1.1.b	Use common, proper, and possessive nouns.
CCSS.ELA-Literacy.L.1.1.c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
CCSS.ELA-Literacy.L.1.1.e	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).
CCSS.ELA-Literacy.L.1.2.a	Capitalize dates and names of people.
CCSS.ELA-Literacy.L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCSS.ELA-Literacy.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.RF.1.1.a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CCSS.ELA-Literacy.RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.
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.1.3.a	Know the spelling-sound correspondences for common consonant digraphs.
CCSS.ELA-Literacy.RF.1.3.b	Decode regularly spelled one-syllable words.
CCSS.ELA-Literacy.RF.1.3.g	Recognize and read grade-appropriate irregularly spelled words.
CCSS.ELA-Literacy.RF.1.4.a	Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.1.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
CCSS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CCSS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
CCSS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.

CCSS.ELA-Literacy.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CCSS.ELA-Literacy.SL.1.1.a	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).
CCSS.ELA-Literacy.SL.1.1.b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
CCSS.ELA-Literacy.SL.1.1.c	Ask questions to clear up any confusion about the topics and texts under discussion.
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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

## Resources

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*From Head to Toe*

*It's Pumpkin Time*

Sequence pictures