

Unit 1 - September

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

Unit Overview

Essential Questions

How do people share their thoughts in writing? (Good writers develop and improve their ideas and share them with pictures, words, phrases, sentences, and stories.)

How does understanding the parts of a book and the book's special features help me understand the book?

How do readers understand what they read?

How are sounds represented by letters?

Content

Writing: Can print first and last name; Can decide on a writing topic; Uses pictures and words to convey meaning; Add details to text and illustrations; Spell the best you can; Write for a purpose; Read what you write; Revise; Edit

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: Model strategies: predicting, picture clues; Recognizing names in text – first and last; Directionality – to know left to right, top to bottom; Match spoken word to written word 1:1

Shared Reading: Predict based on title and cover of book; Make connections (text-to-text, text-to-self, text-to-world); Retell with props.

Language: Rhymes; Upper and lower case letters; blends; short vowels a, i, o; predict letter sequence.

Skills

Writing:

Print first and last name

Decide on a writing topic

Uses pictures and words to convey meaning

Add details to text and illustrations

Spell the best you can

Write for a purpose

Read what you write

Revise

Edit

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:

Predict using picture clues

Recognize names in text

Use directionality in reading

Match spoken words to written words

Shared Reading:

Predict based on title and cover of book

Make connections (text-to-text, text-to-self, text-to-world)

Retell with props

Language:

Make and recognize rhymes

Hear sounds in sequence (b, m, e)

Learn and respond to classic rhymes

Review letters (through names)

Notice similarities and differences in letters

Identify the names of letters (upper and lower)

Begin to build words

Review letter names and sounds

Match upper and lower case letters

Add Suffix –s

Blend

Identify Short Vowel sounds: a, i, o

Say a word slowly and predict letter sequence

Change the first letter in a word to make a new word

Assessments

Observations

Journaling

Daily Writing

Book projects

Conferencing

Reading responses

Running records

Fountas&Pinnell

Lessons/Learning Scenarios

Writing:

Launching the Writing Workshop by Lucy Calkins

Writing Mini-lessons grade 1 p. 11

Students draw a picture on unlined paper, label the picture with words or sentences, then share what they wrote with the class.

Teachers model this process and encourage students as they work and share.

Shared writing emphasizing above skills below: unit of study- Where Writers Get Ideas

Reference Wonder Writers pg. 34 – 35 Making a Class Idea and Making an Individual Idea List

Left to right – *reference Wonder Writers pg. 40*

Return Sweep

Spacing between words – *reference Wonder Writers pg.41*

Writing with one-to-one correspondence – *reference Wonder Writers pg. 43*

Writing with developmental spelling (using sounds and spellings you know to write words) – *reference Wonder Writers pg. 42*

Give district prompt: write about a family member or relative – allow 15 minutes. Students may draw, label their picture, and/or write in sentences. Save in assessment folder.

Personal writing piece in folder: Students, with guidance from teacher, save one piece for Personal Writing Folder

Reading:

Guided Reading:

Concepts of print

Rereading

Leveled reading group

Classroom routines (lunch, charts, etc.)

Build and write first and last names

Sentence cut-ups

Making sentences

Shared reading:

List student predictions before reading book – check predictions during reading

Language:

Month by Month Phonics: Names - See *“Special Child of the Day”* p. 8, *Focusing on the Name* p. 10, and *Comparing Names* p. 11

Phonemic awareness – See *Phonemic Awareness Blending and Segmenting* p. 11

Rhyming – *Chanting Rhymes and Sharing Rhyming Books* p. 19-21

Letter identification – *How Alphabet Books Develop Phonemic Awareness* p. 22 - 23

Participate in songs, poems, chants

Drawing, illustrating, labeling

Word wall games

Alphabet word wall

Word building and phonics activities

Magnet letters

Standards

LA.1.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.1.1.a	Print all upper- and lowercase letters.
CCSS.ELA-Literacy.L.1.1.h	Use determiners (e.g., articles, demonstratives).
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.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.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.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CCSS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
CCSS.ELA-Literacy.RL.1.1	Ask and answer questions about key details in a text.
CCSS.ELA-Literacy.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CCSS.ELA-Literacy.RL.1.3	Describe characters, settings, and major events in a story, using key details.
CCSS.ELA-Literacy.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
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.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Resources

Animal Alphabet

Seven Blind Mice