

Unit 3 - November

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

Unit Overview

Essential Questions

How do writers develop a well written piece? (Good writers use lots of tools and strategies to write for different purposes and audiences.)

How do readers understand what they read?

What do readers do when they don't understand what they read?

Content

Writing: Handwriting- forming letters correctly; Writing for others to read your writing; Stretching and writing words; Using sight words; Spacing; Writing more; Writing and revising with partners; Peer editing; Spelling; Punctuation; Pronouns.

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: Table of Contents; Inferences and predictions; Punctuation; Echo reading; Reading with expression; High frequency words.

Shared Reading: Cause and effect; Sequencing; Making inferences; Visualizing a story.

Language: Final k spelling rule; Digraphs /th/ & /ng/; Syllable rules; -ed ending;

Skills

Writing:

Handwriting- forming letters correctly

Writing for others to read your writing

Stretching and writing words

Using sight words

Spacing

Writing more

Writing and revising with partners

Peer editing

Spelling

Punctuation

Pronouns

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:

Identify Table of Contents

Locate Word Wall words in print

Make inferences and predictions

Recognize punctuation; commas, periods, etc.

Echo read

Read with expression

Use known words to solve new words

Fluently read high frequency words

Re-read independently

Shared Reading:

Practice retelling

Identify character and setting

Sequence events and summarize

Make inferences

Visualize a story

Language:

Apply final k spelling rule

Recognize digraphs

Locate Word Wall words in print

Write high frequency words in sentences

Use known word parts to solve new words

Identify and name vowels

Assessments

Observations

Participation in Writer's Workshop

Completed writing pieces

Handwriting practice

Timed reading – lists and stories

Running Records

Retelling Rubric

Fountas& Pinnell

Reading responses

Book projects

Conferencing

Lessons/Learning Scenarios

Writing:

Launching the Writing Workshop by Lucy Calkins

Second modeled writing piece of the year - Topic: What I am Thankful For

Review terms for Writing Process: prewriting, drafting, editing, publishing

Add new term: revising

During prewriting process, make class brainstorm of ideas

Teacher models with her writing

Students select from list of ideas from class brainstorm

Teacher revises – students revise

Reference mini-lessons grade 1 p. 26

Model these strategies and support students in using these strategies when writing: use of word wall, sounding out, environmental print, rhyming words, and Words I Use When I Write

Teacher edits – students practice

Editing checklist add: period, exclamation, question mark (PEQ)

Publish – save for Personal Writing folder

Reading:

Concepts of print

Rereading

Leveled reading groups

Fry instant phrases continue

Practice sight words in context

Practice sight words on flash cards and on the computer

Language:

Hear and match words with the same middle sound

Identify the vowels and name them

Addition and substitution of letters to make new words

Month by Month Phonics p. 53

Participation in chants, songs, choral reading

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.d | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). |
| CCSS.ELA-Literacy.L.1.2.b | Use end punctuation for sentences. |
| CCSS.ELA-Literacy.L.1.5.a | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |
| 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.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.f | Read words with inflectional endings. |
| 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. |

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| 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.1.4 | Ask and answer questions to help determine or clarify the meaning of words and phrases 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.1.4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CCSS.ELA-Literacy.SL.1.6 | Produce complete sentences when appropriate to task and situation. |

Resources

Journals

Big Books

Leveled books

Leo the Late Bloomer

The Chick and the Duckling

A House for a Hermit Crab