

Unit 4 - December

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

Unit Overview

Essential Questions

How do rules of language and writing affect what I write? (Rules of language and writing help others understand what I write).

How do readers understand what they read?

Why do readers need to pay attention to the author's choice of words?

How are sounds represented by letters?

Content

Writing: Writing for readers; strategies and skills; Letter writing; Writer's workshop steps.

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: Reading strategies (sip it and go back-backtrack); Phrasing & expression.

Shared Reading: Webs/maps; Compare/contrast; Cause and effect

Language: Changing ending sounds; Segmenting; Contractions.

Skills

Writing:

Writing for readers

Teaching strategies and skills

Letter writing

Writer's workshop steps

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:

Use "skip it and go back" and "backtrack" reading strategies.

Use phrasing, expression, and voice while reading.

Shared Reading:

Compare and contrast elements of text.

Explain cause and effect.

Create a web/map on a given topic.

Language:

Recognize digraphs /sh/ & /oo/

Match letters and sounds

Identify contractions

Segment words

Isolate sounds in a words

Assessments

Observations

Participation in Writer's Workshop

Completed writing pieces

Handwriting practice

Reading responses

Book projects

Conferencing

Running records

Timed reading - lists and stories

Fountas & Pinnell

Lessons/Learning Scenarios

Writing:

Launching the Writing Workshop by Lucy Calkins

Shared Writing – Letter Writing

Reference Rosemary Howell's unit on letter writing and Wonder Writers pg. 60

Third modeled writing piece of the year – Topic: Letter Writing

Possible choice – write a letter about Thanksgiving to someone who wasn't there

Continue using Writing Process steps

Review concepts learned thus far

Reading:

Independent reading and response activities

Rereading of Big Books

Retellings

Leveled reading groups

Language:

Month by Month Phonics: *Tongue Twisters with SH, CH, TH, and WH* pg. 56; *Guess the Covered Word with SH, CH, TH, and WH* pg. 57, *Making Words* pg. 58 - 60

Making words activities

Phonics activities

Standards

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.1.2.c	Use commas in dates and to separate single words in a series.
CCSS.ELA-Literacy.L.1.2.e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
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.1.2.d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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.d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
CCSS.ELA-Literacy.RF.1.3.e	Decode two-syllable words following basic patterns by breaking the words into syllables.
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.
CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details 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.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-Literacy.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

Resources

Leveled reading books

Big Books

The Snowy Day

The Gingerbread Man

The Ugly Duckling