

Unit 5 - January

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

Unit Overview

Essential Questions

Why does a writer choose a particular form of writing? (A writer chooses a form of writing based on the purpose and the audience).

How do readers make meaning from text?

How do readers understand what they read?

How are sounds represented by letters?

Content

Writing: Revision; Adding to the middle of text; Revising by taking away; Revising ideas; Conferring about writing; Showing not telling; Revising while writing; Grammar: nouns, titles for people.

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: Pacing

Shared Reading: Determining importance in print; Comparing similar themes; Using visualization to remember the story; Author's purpose.

Language: Suffixes, -less, -ness, -s, -ed, -ing; compound words; Rules for final ve, c, y, er, igh; Synonyms; Fluency; digraph th; homophones; short vowel sounds; parts/chunks

Skills

Writing:

Revision

Adding to the middle of text

Revising by taking away

Revising ideas

Conferring about writing

Showing not telling

Revising while writing

Grammar: nouns, titles for people

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 proper pacing - not too fast, not too slow - while reading

Read high frequency words with increasing fluency

Shared Reading:

Determine importance in fiction and non-fiction print

Compare similar themes orally and visually

Use visualization to remember a story

Identify the author's purpose

Language:

Identify and read words with a beginning cluster

Match a picture to the beginning cluster

Match synonyms

Notice word parts/chunks

Assessments

Observations

Participation in Writer's Workshop

Completed writing pieces

Shared Writing: modeling and participation

Guided reading observations

Fluency Assessment

Sitton Assessments

Reading responses

Book projects

Conferencing

Fountas & Pinnell

Lessons/Learning Scenarios

Writing:

Launching the Writing Workshop by Lucy Calkins

Modeled writing unit:

- Teacher choice: Cross – content connection: write about a person in history or an interview with a historical character at the end of Social Studies American History unit
- Students can summarize the main facts or ideas about a person in history studied during the Social Studies unit
- OR, students write questions and answers for a mock interview with a person in history studied during the Social Studies unit.

Modeled writing unit:

- Personal choice: Choose category from brainstorming chart, such as animals, Things I do, Interesting People, Places I go, holidays or vacations,
- Use Rosemary Howell’s “Using Personal choice – A Step by Step Plan”

- Editing lesson – complete sentences
- Possible revision lessons: stretch a sentence, adding details, 5W & H, substitution and deletion, word choice,
- *Reference Wonder Writers pg. 52 for Describing Words mini-lesson*

Continue to follow writing process steps: prewrite, draft, revise, edit, publish, author's chair

Reference Writing Mini-lessons grade 1 pg. 58

Personal Writing Folder – students choose one of the 2 finished piece

Reading:

Leveled reading groups

Reading practice

Language:

Word sorts

Making words

Standards

CCSS.ELA-Literacy.L.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CCSS.ELA-Literacy.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CCSS.ELA-Literacy.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
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.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.1.8	Identify the reasons an author gives to support points 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.1.6	Identify who is telling the story at various points in a text.

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.1.6	Produce complete sentences when appropriate to task and situation.

Resources

Month by Month Phonics: *On-The-Back activity p. 63-64, Making words with Blends, p. 67*

Sitton Spelling Units 1 - 4

Phonemic Awareness and Concepts of Print

Word rings/flash cards

Magnetic letters

The Jacket I Wear In the Snow

The Napping House

Too Many Toys