

Unit 6 - February

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

Unit Overview

Essential Questions

What form of writing will help me explain how to do something? (A "how to" writing piece with transition words helps a reader learn how to do something new.)

How do readers understand what they read?

How do readers make meaning from text?

How are sounds represented by letters?

Content

Writing: Studying new authors; Handwriting practice; Word choice; Descriptive language; Writing a "how to"; Transition words.

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: Rereading; Metacognition; Pacing.

Shared Reading: Author's purpose; Visualizing strategy; Retelling; Making and confirming predictions.

Language: Long and short vowel sounds; R-controlled-ur, ir, ar, or; Long vowels-ow, ee, oa, ea; Dropping rule; Categorizing words that go together; Changing endings and middle of words; Contractions; Homophones; Silent e.

Skills

Writing:

Studying new authors

Handwriting practice

Word choice

Descriptive language

Writing a "how to"

Transition words

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:

Practice a variety of reading strategies

Practice reading not too fast or too slow

Shared Reading:

State author's purpose

Use visualizing strategies

Use combined comprehension strategies to remember a story

Retell, using story elements of setting, character, problem, solution, and heart of the story

Make and confirm predictions

Language:

Recognize long and short vowel sounds; R-controlled: ur, ir, ar, or; Long vowels: ow, ee, oa, ea; ch, qu, ow, oi, oy, ea

Apply dropping rule

Categorize words that go together

Change ending parts to make new words and vary meaning

Change the middle of words

Recognize contractions and homophones

Apply silent e rule

Assessments

Observations

Participation in Writer's Workshop

Completed writing pieces in personal writing folder

Shared Writing: modeling and participation

Reading responses

Book projects

Conferencing

Running records

Sitton Assessments

Fountas & Pinnell

Lessons/Learning Scenarios

Writing:

Launching the Writing Workshop by Lucy Calkins

Shared Writing unit: What is Friendship?

- make connections to *Chrysanthemum* and Valentine's Day
- emphasize word choice and descriptive language
- Possible format: shape book in the shape of a heart. Each student contributes one sentence about the definition of friendship or what friendship means to them.

Modeled writing unit:

- Teacher choice: How to...
- During pre-write, brainstorm a list of things students know a lot about, can write about, and have experience with
- Mini-lesson: using transition words (first, second, third, next, last)

Reference Writing Mini-lessons grade 1 pg. 72 & 73 and Wonder Writers pg. 67

Personal Writing folder – How to... piece

Reading:

“What do good readers do?”

Reading practice

Leveled reading groups

Language:

Word sorts

Vowel lotto

Phonics activities

Standards

CCSS.ELA-Literacy.L.1.1.f	Use frequently occurring adjectives.
CCSS.ELA-Literacy.L.1.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
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.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
CCSS.ELA-Literacy.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
CCSS.ELA-Literacy.RF.1.2.a	Distinguish long from short vowel sounds in spoken single-syllable words.
CCSS.ELA-Literacy.RF.1.3.c	Know final -e and common vowel team conventions for representing long vowel sounds.
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.1.2	Identify the main topic and retell key details of 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.1.6	Identify who is telling the story at various points in a text.
CCSS.ELA-Literacy.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and

feelings clearly.

Resources

Chrysanthemum

Three Little Pigs

Swimmy

Graphic organizers

Webs/maps

Month by Month Phonics

Sitton Spelling Units 5 - 8

Sort sounds

K and 1st grade sight words