

# Unit 9 - May/June

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

## Unit Overview

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### Essential Questions

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What is a circle story? (A circle story ends where it began).

How do readers understand what they read?

How do readers make meaning from text?

How are sounds represented by letters?

### Content

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**Writing:** Review skills as needed; Write a story with details, adjectives, feelings, story elements, and sequence; Friendly letter.

**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:** Read fluently at independent reading level.

**Shared Reading:** Cause and effect; Retelling a story using details, feelings, connections, story elements, and sequence; Sequencing focusing on the plot of the story; Main idea with supporting details; Theme; Characters; Inferences and predicting

**Language:** Suffixes: -er, -est, -ful; Prefixes: un-, pre-, dis-; Review: consonant digraphs, vowel digraphs, combinations, affixes, diphthongs, syllables, trigraphs, spelling rules; Homophones; Double letters; Silent e; Digraphs: ch, sh, th, wh; Review short vowels

### Skills

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**Writing:**

Review skills as needed

Write a story with details, adjectives, feelings, story elements, and sequence

Friendly letter

**Reading:**

Predict/retell

Respond to literature

Retell stories sequentially (b, m, e)

Increase vocabulary

Respond with relevant comments

Problem solve while reading independentl

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:***

Read fluently at independent reading level

***Shared Reading:***

Cause and effect

Retell a story using details, feelings, connections, story elements, and sequence

Sequence focusing on the plot of the story

Tell the main idea with supporting details

Practice recognizing the theme

Put oneself in the characters' shoes

Make inferences and predict

**Language:**

## **Assessments**

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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

High frequency word assessment

Fountas & Pinnell

## **Lessons/Learning Scenarios**

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### **Writing:**

#### ***Launching the Writing Workshop by Lucy Calkins***

Author Study: Laura Numeroff

- Interactive Writing: Class creates a class book based on books by Laura Numeroff
- Each student can create their own page with illustrations.
- Published book remains in classroom and/or smaller copies of class book go home with students.
- Teacher leads students in creating a circular story based on the students, the school and memories of the school year. Each student gets to create a page that connects to the next student's page.
- For example, "Elijah needed to sharpen his pencil. So he went to the sharpener. But, the sharpener was full. So he asked Angel to help him empty it. Angel came over to help, but tripped on a chair and hurt her knee. She called her friend Hailey to help her get up. ..

Modeled Writing Unit: Friendly Letter

- review parts of a letter
- Students can write to: family members, friends, people in the school community, kindergarten students, or anyone else they know.
- The content of the letter could include: a goodbye message, a thank you message, a memory of a favorite activity, an introduction to first grade for a kindergarten student, a request for information about second grade to a second grade

student, etc...

*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 Folder – letter

### **Reading:**

Students are able to answer comprehension questions

Students are able to tell the theme/heart of the story

Leveled reading groups

Read independent leveled books

### **Language:**

Phonics activities

Month by Month Phonics

## **Standards**

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CCSS.ELA-Literacy.L.1.1.a	Print all upper- and lowercase letters.
CCSS.ELA-Literacy.L.1.1.g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
CCSS.ELA-Literacy.L.1.2.a	Capitalize dates and names of people.
CCSS.ELA-Literacy.L.1.2.b	Use end punctuation for sentences.
CCSS.ELA-Literacy.L.1.2.d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CCSS.ELA-Literacy.L.1.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or

CCSS.ELA-Literacy.W.1.8	choosing them or by acting out the meanings.
CCSS.ELA-Literacy.RF.1.2.a	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.RF.1.3.a	Distinguish long from short vowel sounds in spoken single-syllable words.
CCSS.ELA-Literacy.RF.1.3.b	Know the spelling-sound correspondences for common consonant digraphs.
CCSS.ELA-Literacy.RF.1.3.d	Decode regularly spelled one-syllable words.
CCSS.ELA-Literacy.RF.1.3.e	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
CCSS.ELA-Literacy.RI.1.5	Decode two-syllable words following basic patterns by breaking the words into syllables.
CCSS.ELA-Literacy.RI.1.10	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
CCSS.ELA-Literacy.RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

## Resources

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*If You Take a Mouse to School*

*If You Give a Mouse a Muffin*

*The Doorbell Rang*

Story maps, graphic organizers

Month by Month Phonics