

# Unit 7 - March

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

## Unit Overview

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### Essential Questions

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What are the elements of non-fiction writing? (Non-fiction writing includes facts, observations, diagrams, and labels).

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:** Clarifying; Variety of text; Using periods; Labeling diagrams.

**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:** Practice phrasing; Practice noting punctuation; Practice reading word wall words quickly; Continue to model and practice introduced strategies; Fix-up strategies – does what you read make sense?

**Shared Reading:** Comparing texts with similar themes from around the world and draw a conclusion; Continue to determine importance; Fact. Vs. Opinion; More detailed retellings – making connections; Visualizing, sequencing, classifying/categorizing

**Language:** Introduce –tion and soft g; Continue to practice a variety of word families; Digraphs: ue, ou, ow, au, aw, oa, ey, ph; Change vowels in words to make new words; Suffix –es; ‘wild colt’ words; Closed first syllable; Digraphs: ch, sh, th, wh; Review short vowels.

### Skills

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**Writing:**

Clarifying

Variety of text

Using periods

Labeling diagrams

**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 phrasing

Practice noting punctuation

Practice reading word wall words quickly

Use reading strategies

Use Fix-up strategies – does what you read make sense?

***Shared Reading:***

Compare texts with similar themes from around the world and draw a conclusion

Determine importance

Differentiate between Fact. Vs. Opinion

Retell and make connections with details

Visualize, sequence, classify, categorize.

**Language:**

Recognize–tion and soft g

Practice a variety of word families

Recognize Digraphs: ue, ou, ow, au, aw, oa, ey, ph

Change vowels in words to make new words

Apply Suffix –es

Recognize ‘wild colt’ words

Recognize closed first syllable

Recognize digraphs: ch, sh, th, wh

Recognize short vowels

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**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

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**Lessons/Learning Scenarios****Writing:**

*Launching the Writing Workshop by Lucy Calkins*

Shared Writing Unit: Comparison –

- connect to Town Mouse Country Mouse

- Choose two things that are similar, but different
- Brainstorm using a Venn Diagram
- Create a shared writing piece based on comparing 2 things that are similar yet different
- Example: “Apples are a fruit. Oranges are a fruit. Apples are red. Oranges are orange.”

*Reference Scholastic Mini-Lesson pg. 70 and Teaching the Youngest Writers pg. 92*

Modeled Writing Unit: Weather

- connect to science and these Shared reading books: Cloudy with a Chance of Meatballs, Bringing the Rain to Kapiti Plain, The Jacket I Wear in the Snow, The Snowy Day
- Students may write a scientific, non-fiction piece about the weather based on the science unit, or a folk tale about weather based on Bringing the Rain to Kapiti Plain, or a silly story about weather based on Cloudy with a Chance of Meatballs, or a descriptive piece based on The Snowy Day.
- Revision strategy – combining sentences

Review of strategies taught thus far

Have students work in groups to look through books for periods. Ask each group to come up with rules for using a period based on their examinations.

Personal Writing Folder – Weather piece

### **Reading:**

Leveled reading groups

Independent reading and response activities

Rereading of Big Books

Retellings

### **Language:**

Phonics activities

Month by Month Phonics

## **Standards**

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CCSS.ELA-Literacy.L.1.2.a

Capitalize dates and names of people.

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.1.2.e

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

CCSS.ELA-Literacy.L.1.4.c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CCSS.ELA-Literacy.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
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.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

## Resources

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*Cloudy with a Chance of Meatballs*

*Bringing the Rain to Kapiti Plain*

*The World of Ants*

Venn diagrams

Month by Month Phonics

Sitton Spelling Units 9-12