

Unit 8- April

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

Unit Overview

Essential Questions

What are the elements of poetry writing? (Poetry writing includes line breaks, rhythm, descriptive language, precise words, and comparisons.)

How do readers understand what they read?

How do readers make meaning from text?

How are sounds represented by letters?

Content

Writing: Seeing with a poet's eyes; Listening for line breaks; Music in poetry; Powerful thoughts; Ingredients of a poem; Showing not telling; Poetic language; Precise words; Similes and metaphors.

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: Reread independent leveled books; Quick reads of high frequency words

Shared Reading: Summarizing stories; Comparing genres: poems, realistic fiction, 'all about' stories; Finding supporting details; the plot of the story; visualizing and rereading to make sense.

Language: Ghost letter digraphs; Doubling rule; /-tch/, /-dge/; - ie, ei, ew, wh; Double letters; Silent e; Long i spelled with y at the end of a word; Homophones.

Skills

Writing:

Seeing with a poet's eyes

Listening for line breaks

Music in poetry

Powerful thoughts

Ingredients of a poem

Showing not telling

Poetic language

Precise words

Similes and metaphors

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:

Read independent leveled books

Demonstrate fluency of high frequency words

Shared Reading:

Summarize stories

Compare genres: poems, realistic fiction, 'all about' stories

Find supporting details

Identify the plot of the story

Visualize and reread to make sense

Language:

Apply spelling rules in writing

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

High frequency word assessment

DRA

Lessons/Learning Scenarios

Writing:

Launching the Writing Workshop by Lucy Calkins

Modeled Writing Unit: Poetry

- connect to shared reading poetry selections
- possible connection to Mother's Day

- possible mini-lessons: figurative language (simile), vivid imagery

Reference Teaching the Youngest Writers p. 128 and 129 for simile mini-lesson and Writing Fix unit on poetry

Modeled Writing Unit: Personal Choice

- Use topics from brainstormed class list
- possible mini-lessons: starting with a good sentence or adding a good ending
- *Reference Wonder Writers pg. 56 – How to Start your Story*

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

Personal Writing Folder – Personal Choice piece

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

CCSS.ELA-Literacy.L.1.1.i	Use frequently occurring prepositions (e.g., during, beyond, toward).
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.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CCSS.ELA-Literacy.RF.1.4.a	Read grade-level text with purpose and understanding.
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.1.5	Explain major differences between books that tell stories and books that give information,

CCSS.ELA-Literacy.RL.1.9

drawing on a wide reading of a range of text types.

CCSS.ELA-Literacy.RL.1.10

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

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Resources

Planting a Rainbow

I'm a Seed

Goldilocks and the Three Bears

Leveled books

Month by Month Phonics