

# Unit 1 - September

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

## Unit Overview

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### Essential Questions

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How do people share their thoughts in writing? (Good writers develop and improve their ideas and share them with pictures, words, phrases, sentences, and stories.)

How do readers understand what they read?

How are sounds blended together to form multisyllabic words?

### Content

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**Writing:** Letter formation, body posture including pencil grip, identify parts of speech, explicit grammar instruction lessons to facilitate the writing of complete sentences (optional and can be taught during mini lessons), intro to writer's workshop, powerpoint presentations (where author's get their ideas, overview of writer's workshop); intro to tiny topics notebook (use bullet points to insert entries)

**Reading:** parts of the book will be used to explain the author's purpose and to check for student understanding

**Guided Reading:** conduct Fountas and Pinnell Reading Assessment to formulate groups

**Shared Reading:** Predict based on title and cover of book; Make connections (text-to-text, text-to-self, text-to-world); Retell with use transitional words, intro to Story Maps/Elements (STELLALUNA)

**Language:** Letter-keywords- sounds for alphabet and digraphs. Concepts of diagraphs, blends and digraph blends. Spelling of /k/ . Marking of closed syllables, (Correct spelling of 42, 1st grade, trick words)

### Skills

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**Writing:**

Copy text from the board (beginning days of school on school house paper)

Portfolio piece-"Tell about a Friend"

Intro to handwriting (different types of letters, formation, posture, pencil grip, tilt of page or book)

Identify various parts of speech within a complete sentence (*explicit grammar instruction lessons are optional and can also be taught through minilessons*)

*Explicit grammar instruction lessons:*

*-powerpoint on complete sentences, brainpopjr. video on the different types of sentences, create sentence buddies and sing along, write sentence on paper then transfer it to a sentence strip where the child will cut apart the words and have a peer try to piece the sentence together*

Intro Writer's Workshop-celebrate the students becoming master writers' (process and features of writing)

Powerpoints-What Writers' Workshop will look like, Where author's get their ideas

Intro to Small Moments (connect with what they learned from the previous grade, when and how we use it, intro to bullet points)

-use tiny topics notebook to jot down small moment ideas to write about for their narrative piece

Write for different purposes and to a specific audience or person

### **Reading:**

Predict/retell

Respond to literature-extend content of book to build on background knowledge

Retell stories sequentially (b, m, e)

Increase vocabulary

assessing how well a student problem solves while reading independently (F&P)

Set purpose for reading

Get meaning from context

Set goals for reading (stamina)

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 (Finding a Just Right book; I-Pick song, 5 Finger Rule)

### **Guided Reading:**

During F&P assessment teacher will assess:

- how well a student problem solves when an unfamiliar word is recognized

-self-corrects

- uses expression while reading
- reading fluency
- body language during reading (i.e. finger reads)

### ***Shared Reading: STELLALUNA***

Predict based on title and cover of book

Make connections (text-to-text, text-to-self, text-to-world)

Retell with props, transitional words, orally, and with drawn out pictures like a story board)

Moral

### **Language: Review spelling of 42 (1st grade) trick words, Orientation, Unit 1**

#### **Spelling of 42, 1st grade trick words**

Review course materials (student sacks, and their contents)

Review techniques ( tapping of words, letter-keyword-sounds)

Letter-keyword- sound for consonants and vowels (Drill sounds)

Concept of consonant digraphs

Letter-keyword- sound for digraphs

Concept of consonant blends

Concept of digraph blends

Spelling of /k/ sound

Closed syllable type

## **Assessments**

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Observations

Journaling

Daily Writing

Conferencing

Reading responses

Running records

Fountas and Pinnell Testing

Foundations unit tests/ Check-ups

Portfolio Piece- "Tell About a Friend"

## **Lessons/Learning Scenarios**

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### **Writing:**

Students will copy message from the board and color in schoolhouse "Today is the 2nd or 3rd day of school. I am in second grade and it is great!" (Return Sweep)(1 period)

Portfolio piece "Tell About a Friend" "Boys and girls, what do you remember from 1st grade? Write a piece that shows off your writing skills. (1-2 periods)

Explicit grammar instruction lessons: complete sentences

-identify subject predicate (know a sentence should answer Who or What is the sentence about? What type of action is happening? (power point) (1-2 periods)

-watch brainpopjr. on the different types of sentences-complete follow up brainpop activity (1-2 periods)

-Make a sentence buddy to help identify the subject and predicate-color in pieces, write a complete sentence on paper, then transfer to a sentence strip and attach sentence buddy pieces; mark parts of speech (noun and verb), grammar (capital and punctuation). sing song to follow up (1-3 periods)

-practice writing complete sentences with teacher approval of one to write on a sentence strip, students will then cut up their sentence, word-by-word, mix up the pieces and exchange them with a

peer(s) to piece together (1-3 periods)

Intro students to Writer's workshop-becoming master writers-overview by way of a power point

Where do author's get their thoughts-power point

Watermelon anchor chart- Big topic, smaller topic, small moment--> can be used with the 2 mentor texts (The Owling, The Leaving Morning-What were the small moments of these master writer's?)

Intro to Tiny Topics notebook-How do I put an entry in? What is a bullet point? When is it used? Do I have to share my small moments orally?

Begin to analyze the author's craft-How did these master writers make you feel? Look at their craft and see what techniques they used to generate certain feelings during the read. What great details did they use to help their reader visualize?

### **Reading:**

model how to read fluently, read with expression, and pausing appropriately

make the first sound, look through the word, and think what would make sense based on what the child has read

### **Guided Reading:**

Concepts of print

Rereading

Leveled reading group

Classroom routines (lunch, charts, etc.)

Sentence cut-ups

Making sentences

### **Shared Reading: end of Sept/beginning of Oct. STELLALUNA**

List student predictions before reading book – check predictions during reading

Play Guess the missing word-reading skill-student will receive sentences with blanks, but the missing word will have the initial sound; students must make the initial sound, and think what word would make sense to fill in the blank (students will confirm their guesses as we read the story)

### **Language: End of Sept/beginning of Oct.**

#### **Foundations Level 2 second edition - Orientation/Unit 1**

\*List of 42 trick words selected from 1st grade list of trick words-list of words is sent home before the start of school explaining ways to study, stating they are NO EXCUSE WORDS, and tested on the last Friday in September

**Orientation- (2 Days)** Review Echo, Drill Sounds/Warm-up (teacher will model then have student volunteers to come up to practice), Distribute Student Materials (review sound board and Foundation notebook;

Echo/Find Letters

## Standards

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LA.2.CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.2.CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.2.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.2.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.2.CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.2.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.2.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.2.CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.2.CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.2.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.2.CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.2.CCSS.ELA-Literacy.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.2.CCSS.ELA-Literacy.CCRA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.L.2.2.a	Capitalize holidays, product names, and geographic names.

CCSS.ELA-Literacy.L.2.2.d	Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
CCSS.ELA-Literacy.L.2.2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
CCSS.ELA-Literacy.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CCSS.ELA-Literacy.W.2.6	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.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
CCSS.ELA-Literacy.RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CCSS.ELA-Literacy.RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
CCSS.ELA-Literacy.RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
CCSS.ELA-Literacy.RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.
CCSS.ELA-Literacy.RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.
CCSS.ELA-Literacy.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS.ELA-Literacy.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
CCSS.ELA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CCSS.ELA-Literacy.RL.2.3	Describe how characters in a story respond to major events and challenges.
CCSS.ELA-Literacy.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
CCSS.ELA-Literacy.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
CCSS.ELA-Literacy.RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.
CCSS.ELA-Literacy.SL.2.1.c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CCSS.ELA-Literacy.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Conventions of Standard English

## **Resources**

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*STELLALUNA*

*Foundations Teacher Manual Second Edition*

Units of study: Lessons from the Masters-Improving Narrative Writing

Sentence Buddies

Fundation Notebooks and Soundboards