

# Unit 3 - November

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

## Unit Overview

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### Essential Questions

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How do writers develop a well written piece? (Good writers use lots of tools and strategies to write for different purposes and audiences.)

How do readers understand what they read?

What do readers do when they don't understand what they read?

How do suffixes change the meaning of a word and when are they spelled and used and categorized ?

How do I read and spell multisyllabic words?

### Content

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**Writing:** Handwriting- forming letters correctly; Writing for others to read your writing; Stretching and writing words; Using sight words; Spacing; Writing more; Writing and revising with partners; Peer editing; Spelling; Punctuation; Pronouns.

**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:** Table of Contents; Inferences and predictions; Punctuation; Echo reading; Reading with expression; High frequency words.

**Shared Reading:** Cause and effect; Sequencing; Making inferences; Visualizing a story.

**Language:** Suffixes: -s, -es, -ed, -ing, -er, -est, -ful, -ment, -ness, -less, -able, -en, -ish. Prefixes: mis-, un-, non-, dis-, trans-. Vowel teams: oa, oe, ow, ou, oo, ue, ew. Trick words: again, please, animal, sure, use, used, against, knew, know, always, often, once. Two syllable words. Spelling of ic.

## **Skills**

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### **Writing:**

Handwriting- forming letters correctly

Writing for others to read your writing

Stretching and writing words

Using sight words

Spacing

Writing more

Writing and revising with partners

Peer editing

Spelling

Punctuation

Pronouns

### **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:***

Identify Table of Contents

Locate Word Wall words in print

Make inferences and predictions

Recognize punctuation; commas, periods, etc.

Echo read

Read with expression

Use known words to solve new words

Fluently read high frequency words

Re-read independently

***Shared Reading:***

Practice retelling

Identify character and setting

Sequence events and summarize

Make inferences

Visualize a story

**Language:**

Apply final k spelling rule

Recognize digraphs

Locate Word Wall words in print

Write high frequency words in sentences

Use known word parts to solve new words

Identify and name vowels

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**Assessments**

Observations

Participation in Writer's Workshop

Completed writing pieces

Handwriting practice

Timed reading – lists and stories

Running Records

Retelling Rubric

DRAs

Reading responses

Book projects

Foundations unit tests/Check-ups

Conferencing

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## **Lessons/Learning Scenarios**

### **Writing:**

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

Second modeled writing piece of the year - Topic: What I am Thankful For

Review terms for Writing Process: prewriting, drafting, editing, publishing

Add new term: revising

During prewriting process, make class brainstorm of ideas

Teacher models with her writing

Students select from list of ideas from class brainstorm

Teacher revises – students revise

Reference mini-lessons grade 1 p. 26

Model these strategies and support students in using these strategies when writing: use of word wall, sounding out, environmental print, rhyming words, and Words I Use When I Write

Teacher edits – students practice

Editing checklist add: period, exclamation, question mark (PEQ)

Publish – save for Personal Writing folder

**Reading:**

Concepts of print

Rereading

Leveled reading groups

Fry instant phrases continue

Practice sight words in context

Practice sight words on flash cards and on the computer

**Language:**

Review suffixes: **-s, -es, -ed, -ing**

New suffixes: **-ful, -ment, -ness, -less, -able, -en, -ish**

Prefixes: **mis-, un-, non-, dis-, tran-**

Additional sounds of -ed suffix /d/, /t/

Comparison suffixes: -er, -est

Spelling procedure for words with suffixes

Forming plurals, Forming present and past tense

Categorizing vowel and consonant suffixes

Fluent passage reading

oa, oe, ow, ow, oo, ue, ew, au, aw

Reading and spelling two-syllable words

Review syllable concept in multisyllabic words

compound words

Syllable division rules for dividing between closed syllables

Procedure for spelling words with more than one syllable.

Spelling of ic at the end of multisyllabic words

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**Standards**

CCSS.ELA-Literacy.RF.2.3.b

Know spelling-sound correspondences for additional common vowel teams.

CCSS.ELA-Literacy.RF.2.3.d

Decode words with common prefixes and suffixes.

## **Resources**

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Journals

Big Books

Leveled books

Foundations level 2 second edition Units 4 and 5