

Unit 4 - December

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

Unit Overview

Essential Questions

How do rules of language and writing affect what I write? (Rules of language and writing help others understand what I write).

How do readers understand what they read?

Why do readers need to pay attention to the author's choice of words?

How are words broken up into syllables?

Content

Writing: Writing for readers; strategies and skills; Letter writing; Writer's workshop steps.

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: Reading strategies (sip it and go back-backtrack); Phrasing & expression.

Shared Reading: Webs/maps; Compare/contrast; Cause and effect

Language: Changing ending sounds; Segmenting; Contractions.

Skills

Writing:

Writing for readers

Teaching strategies and skills

Letter writing

Writer's workshop steps

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:

Use "skip it and go back" and "backtrack" reading strategies.

Use phrasing, expression, and voice while reading.

Shared Reading:

Compare and contrast elements of text.

Explain cause and effect.

Create a web/map on a given topic.

Language:

Review vowel-consonant-e syllables

s-/s/ and /z/

Spelling opinion procedure

Two-syllable words with closed and vowel-consonant-e syllables

Compound words

Vowel-consonant-e exception (ive)

Suffix -ive

Open syllable type

y as a vowel

Compining open syllables with closed and vowel consonant-e syllables

Additional syllable division rules

y, ly, ty suffixes

trick words: only, house, move, right, place, together, eight, large, change, city, every, family, night, carry, something

Assessments

Observations

Participation in Writer's Workshop

Completed writing pieces

Handwriting practice

Reading responses

Conferencing

Running records

Timed reading - lists and stories

Foundations unit tests/Check-ups

Lessons/Learning Scenarios

Writing:

Launching the Writing Workshop by Lucy Calkins

Shared Writing – Letter Writing

Reference Rosemary Howell's unit on letter writing and Wonder Writers pg. 60

Third modeled writing piece of the year – Topic: Letter Writing

Possible choice – write a letter about Thanksgiving to someone who wasn't there

Continue using Writing Process steps

Review concepts learned thus far

Reading:

Independent reading and response activities

Rereading of Big Books

Retellings

Leveled reading groups

Language:

Foundations units 6-7

Standards

CCSS.ELA-Literacy.RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
CCSS.ELA-Literacy.RF.2.3.d	Decode words with common prefixes and suffixes.
CCSS.ELA-Literacy.RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.

Resources

Leveled reading books

Big Books

Foundations Teacher's Manual Level 2 second edition