

Unit 5 - January

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

Unit Overview

Essential Questions

Why does a writer choose a particular form of writing? (A writer chooses a form of writing based on the purpose and the audience).

How do readers make meaning from text?

How do readers understand what they read?

How does the letter r effect the vowels sound when the vowel comes directly before the consonant r? How do I know when to use **ir**, **er** or **ur**?

Content

Writing: Revision; Adding to the middle of text; Revising by taking away; Revising ideas; Conferring about writing; Showing not telling; Revising while writing; Grammar: nouns, titles for people.

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: Pacing

Shared Reading: Determining importance in print; Comparing similar themes; Using visualization to remember the story; Author's purpose.

Language: Sounds of the r-controlled syllable, trick words: world, answer, different, picture, learn, earth, father, brother, mother.

Skills

Writing:

Revision

Adding to the middle of text

Revising by taking away

Revising ideas

Conferring about writing

Showing not telling

Revising while writing

Grammar: nouns, titles for people

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 proper pacing - not too fast, not too slow - while reading

Read high frequency words with increasing fluency

Shared Reading:

Determine importance in fiction and non-fiction print

Compare similar themes orally and visually

Use visualization to remember a story

Identify the author's purpose

Language:

R-controlled syllable type

Sounds of **ar** and **or**

Combining r-controlled syllables with other syllable types

Sounds of **er**, **ir**, and **ur**

Spelling option procedure for /er/ sound

Combining r-controlled syllables with **er**, **ir**, and **ur**

Dictionary skills

Trick words

Assessments

Observations

Participation in Writer's Workshop

Completed writing pieces

Handwriting practice

Shared Writing: modeling and participation

Guided reading observations

Reading responses

Conferencing

Foundations unit tests/ Check-ups

Fountas and Pinnell Testing

Lessons/Learning Scenarios

Writing:

Launching the Writing Workshop by Lucy Calkins

Modeled writing unit:

- Teacher choice: Cross – content connection: write about a person in history or an interview with a historical character at the end of Social Studies American History unit
- Students can summarize the main facts or ideas about a person in history studied during the Social Studies unit

- OR, students write questions and answers for a mock interview with a person in history studied during the Social Studies unit.

Modeled writing unit:

- Personal choice: Choose category from brainstorming chart, such as animals, Things I do, Interesting People, Places I go, holidays or vacations,
- Use Rosemary Howell’s “Using Personal choice – A Step by Step Plan”
- Editing lesson – complete sentences
- Possible revision lessons: stretch a sentence, adding details, 5W & H, substitution and deletion, word choice,
- *Reference Wonder Writers pg. 52 for Describing Words mini-lesson*

Continue to follow writing process steps: prewrite, draft, revise, edit, publish, author’s chair

Reference Writing Mini-lessons grade 1 pg. 58

Personal Writing Folder – students choose one of the 2 finished piece

Reading:

Leveled reading groups

Reading practice

Language:

Foundations Level 2, second edition Units 8 and 9

Standards

CCSS.ELA-Literacy.RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.
CCSS.ELA-Literacy.RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.

Resources

Foundations level 2, units 8 and 9