

First Grade English Language Arts

First Trimester

September – November 4

September: Launching Reading and Writing Workshops

Essential Questions:

How does "Phonemic Awareness" prepare me to be a reader?
How does the Sounds Abound Storybook Activities further teach, "phonemic/phonological awareness" using a collection of books by specific authors?
How can I become a better reader?
How do the "Concepts of Print" help me learn how to read?
How do we put our thoughts on paper?
What can I learn from a picture?
How does putting something in order help me?
How can we recognize non-fiction?
What words do I use when I talk about non-fiction?
How does being a writer help me better understand my world?
How do we get our ideas for writing?
How does drawing, labeling and writing sentences help us become better writers?

Skills:

Students will be able to:

- identify one-to-one correspondence
- understand difference between a letter, word and sentence
- understand difference between upper and lower case letters
- know print contains meaning
- use spacing
- use period usage (.)
- know some letter/sound relationships
- form simple sentences
- learn rules and procedures for writing workshop
- use thinking vocabulary: compare, notice, observe, predict, strategy, "It could be..", "I wonder..", "What if.."
- learn differences between fiction & non-fiction
- understand real vs. make believe
- use sequencing
- know alphabet, songs, poems, recipes, pictures
- rhyming

- interactive read alouds (shared reading) i.e. big books, trade books
- morning message
- guided reading lessons
- listen to poetry
- use interactive charts
- gather and record ideas for writing
- sketch and/or write to tell a story
- revise to add details and ensure sketch/writing match
- edit writing for periods and spacing
- Use Reading Strategies:
 - "Use your pointing finger to keep your place"
 - "Look at the picture for clues"
 - "Get your mouth ready for the first sound"

October: Becoming an Independent Reader & Personal Narrative Writer

Essential Questions:

How does "word study" help me learn to read and write?

What can I learn from print?

How does the 5 Finger Retell help me remember what I read?

How does the 5 Finger Retell help me remember what was read to me?

What does adding "s" at the end of a noun or "naming word" do?

How does doing a "Reading Response" help me share my thoughts about a book?

How does recognizing blends and digraphs help me become a better reader?

How does writing a "Personal Narrative" help me become a better writer?

How does listening to "author's craft" influence our writing?

How does "Phonemic Awareness" prepare me to be a reader?

Skills

Students will be able to:

- participate in interactive read alouds (Shared Reading) i.e. big books, trade books
- enjoy poetry
- use interactive charts
- identify rhyming sounds
- use word wall
- identify onsets and rimes
- "Make & Break" - "How words work"
- take "High Frequency" words to memory
- use some letter/sound relationships, mostly beginning consonants

- "Use your pointing finger to keep your place"
- "Look at the picture for clues"
- "Get your mouth ready for the first sound"
- identify main characters
- do 5 Finger Retell
- form simple sentences
- begin each sentence with a capital letter
- end each sentence with a punctuation mark (.)period
- put a space between each word
- ask "Does what I have written make sense?" (complete thought)
- reread written work & use your pointing finger
- write a reading response
- use fiction vocabulary: real, make believe
- use non-fiction vocabulary: fact, information, bold print, bullets
- find personal topics to write about
- write small moment stories and make attempts at a developed plot, setting and characters
- revise writing for accuracy and to add details
- use an editing checklist to edit their writing (capital/lowercase, spacing, periods)
- make a connection text to self