

First Grade English Language Arts

Third Trimester

March 17 – June

March: Reading and Writing Non-Fiction

Essential Questions:

- How does a writer use non-fiction to learn about a topic?
- How does a writer decide what is important?
- How do writers plan a non-fiction book in an organized way?
- What strategies do writers use to ensure their information is clear?
- How do text features increase understanding?
- Why are animals important to us and to the earth (food chain)?
- How does helping animals help the earth?
- How does caring for the earth (reduce, reuse, recycle) help animals?
- How do prepositions help me communicate and understand written/spoken language?
- How do synonyms help me better understand word meanings?
- How do antonyms help me better understand word meanings?
- How can I use an author as a mentor to improve the craft of my writing?
- How does knowing letter sounds, blends, syllables, word endings, etc. help me to be a reader?
- How does knowing the parts of a book help me learn how to read?
- How does knowing the parts of a story help me better understand a story?
- What strategies help me read and better understand a story?
- How does studying words help me learn to read and write?
- How does writing biography and nonfiction texts help me better understand my community and world?
- What words do I use when I talk about non-fiction?

Skills:

Students will be able to:

- participate in interactive read alouds (shared reading) i.e. big books
- participates in morning message (teacher's interactive letter to students)
- participate in small group guided reading instruction
- listen to poetry
- use interactive charts

- identify rhyming sounds
- hear sounds in a word in the correct order
- use classroom word wall
- identify word families (rat, cat, bat, sat)
- play with words to generate new words
- take " High Frequency" words to memory
- use contractions (identify, read, write simple contractions i.e. "I'm," "I'll")
- Use reading strategies with greater independence:
- "Use your pointing finger to keep your place when reading"
- "Look at the picture for clues"
- "Get your mouth ready for the first sound"
- "Look at the ending sound"
- "Look for a little word in a big word"

April: Reading and Writing Poetry

Essential Questions:

How do synonyms help me better understand word meanings?

How do antonyms help me better understand word meanings?

How do prepositions help me communicate and understand written/spoken language?

How can I put my thoughts into a poem?

How does poetry enable us to view the world in different ways? -How does knowing letter sounds, blends, syllables, word endings, etc. help me to be a reader?

How does knowing the parts of a book help me learn how to read?

How does knowing the parts of a story help me better understand a story?

What strategies help me read and better understand a story?

How does studying words help me learn to read and write?

How do "comprehension strategies" help me better understand a story?

How do the unique and diverse styles of poetry affect how it is written and read?

How do we write as poets?

Skills:

Students will be able to:

- participate in interactive read alouds (shared reading) i.e. big books
- participate in morning message
- participate in guided reading lessons
- read poetry

- use interactive charts
- identify rhyming sounds
- hear sounds in sequence
- use the classroom word wall independently
- take " High Frequency" words to memory
- use simple contractions
- Use the following reading strategies independently:
 - "Look at the picture for clues"
 - "Get your mouth ready for the first sound"
 - "Look at the ending sound"
 - "Look for a little word in a big word"
 - "Look for letter chunks in a word"
 - "Skip the word, go back and try the word again"
 - "Does it look right, sound right, make sense?"
- use synonyms
- use antonyms
- publish a poem
- listen to and write poems of different styles
- identify simile/metaphor
- use adjectives/describing words
- play with nonsense words
- use sound words (onomatopoeia)

May & June: Reading Independence & Publishing Books

Essential Questions:

How do prepositions help me communicate and understand written/spoken language?

How can I put my thoughts into a published book?

How do the parts of my book help my readers?

How do I edit my writing to make it clear and easy to read and understand?

How do I revise my writing to make it clear and easy to read and understand?

How can I become a better reader?

Skills

Students will be able to:

- participate in morning message
- participate in interactive read alouds (shared reading) i.e. big books
- participate in guided reading lessons
- listen to poetry
- use interactive charts
- identify rhyming sounds
- hear sounds in sequence
- use classroom word wall
- take "High Frequency" words to memory
- use contractions
- Use the following Reading Strategies:
 - "Look at the picture for clues"
 - "Get your mouth ready for the first sound"
 - "Look at the ending sound"
 - "Look for a little word in a big word"
 - "Look for letter chunks in a word"
 - "Skip the word, go back and try the word again"
 - "Does it look right, sound right, make sense?"
- identify and use prepositions
- identify and use synonyms
- identify and use antonyms
- Use the writers checklist to edit work
- Publish Book
- draft, revise, edit, and publish own book with support
- include a title page, about the author, title & dedication
- write a beginning, middle, and end