

First Grade English Language Arts
Second Trimester
November 5 – March 16

**November: Reading Independence & Small Moment
Personal Narrative**

Essential Questions:

How does "Phonemic Awareness" prepare me to be a reader?
How can I become a better reader? How do the "Concepts of Print" help me learn how to read?
How do "story elements" help me better understand a story?
How does "word study" help me learn to read and write?
How do we put out thoughts on paper?
How can I become a better writer?
What words do I use when I talk about non-fiction?
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 an "s" at the end of a noun (naming word) do?
How does 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" (All About Me...) help me become a better writer?
How does listening to "author's craft" influence our writing?
How do we share our writing aloud?

Skills:

Students will be able to:

- use one-to-one correspondence
- understand difference between a letter and a word
- understand difference between upper and lower case letters
- know print contains meaning
- 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
- learn word families

- notice vowels in words
- use word wall
- identify onsets and rimes
- "Make & Break" - "How words work"
- take "High Frequency" words to memory
- "Use your pointing finger to keep your place" -
- "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"
- make a self to text connection
- review main character
- identify setting
- do 5 Finger Retell
- respond to higher order questions
- learn fiction vocabulary: real, make believe, fiction, non-fiction: fact, information, bold print, bullets, Table of Contents
- form simple sentences
- understand concept plural noun (s)
- begin each sentence with a capital letter
- end each sentence with a punctuation mark (.)period, use (?) question mark
- put a space between each word
- "Does what I have written make sense?" (complete thought)
- reread written work & use your pointing finger
- write a reading response
- write in the style of personal narrative
- find personal topics to write about
- write small moment stories and make an attempt 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

December: Studying Story Structure and Developing Writing Mechanics

Essential Questions:

How does learning the keys to decoding help me read unfamiliar words?

Why/How do writers use contractions?

How do word endings change a word (i.e. -ed, -ing)?

Why is it important to revise/edit our writing to make it better?

How do we share our writing aloud?

How does knowing letter sounds, blends, syllables, rhymes, etc. prepare me to be a reader?

How can I become a better reader?

How does knowing the parts of a book help me learn how to read (cover, title, title page, punctuation, etc.)?

How do the parts of a story help me better understand a story (i.e. - beginning, middle, end)?

What strategies help me read and better understand a story?

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

Skills:

Students will be able to:

- use key vocabulary relating to nonfiction
- participates 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, react and respond 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 three letter words/word families
- use high frequency words in writing
- 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"
- "Look for letter chunks in a word"
- "Skip the word. Go back and try the word again."
- make a picture in mind to make connections as you listen to or
- read a book
- retell the story focusing on beginning, middle, and end
- use fiction vocabulary: make believe, fantasy
- use non-fiction key terms: fact, information, bold print, bullets, table of contents, headings, index, glossary, table of contents
- Continue developing writing strategies:
 - write simple sentences
 - begin each sentence with a capital letter
 - end each sentence with a punctuation mark (.)period, (?) question mark
 - put a space between each word
 - "Does what I have written make sense?" (complete thought)
 - use your pointing finger when rereading your written work
 - respond to reading in writing

January: Reading and Writing Procedural Texts

Essential Questions:

How do word endings change a word (i.e. -ed, -ing)?

How do synonyms help me better understand word meanings?

How does adding the silent e change a word?

How do instructional texts ("How to") relate to my world?

How does writing a non-fiction report ("How to") help me to learn about the crafting of non-fiction text?

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?

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

How do we put our thoughts on paper?

What are the key terms related to non-fiction?

How does learning the keys to decoding help me read unfamiliar words?

Why/How do writers use contractions?

How do word endings change a word (i.e. -ed, -ing)?

Why is it important to revise/edit our writing to make it better?

How do we share our writing aloud?

How does knowing letter sounds, blends, syllables, rhymes, etc. prepare me to be a reader?

How can I become a better reader?

How does knowing the parts of a book help me learn how to read (cover, title, title page, punctuation, etc.)?

How do the parts of a story help me better understand a story (i.e. - beginning, middle, end)?

What strategies help me read and better understand a story?

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

Skills:

Students will be able to:

- use key vocabulary relating to nonfiction
- participates 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, react and respond 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 three letter words/word families
- use high frequency words in writing
- use contractions (identify, read, write simple contractions i.e. "I'm," "It's")
- 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"
 - "Look for letter chunks in a word"
 - "Skip the word. Go back and try the word again."
- make a picture in mind to make connections as you listen to or
- read a book
- retell the story focusing on beginning, middle, and end

- use fiction vocabulary: make believe, fantasy
- use non-fiction key terms: fact, information, bold print, bullets, table of contents, headings, index, glossary, table of contents
- Continue developing writing strategies:
 - write simple sentences
 - begin each sentence with a capital letter
 - end each sentence with a punctuation mark (.)period, (?) question mark
 - put a space between each word
 - "Does what I have written make sense?" (complete thought)
 - reread written work & use your pointing finger
 - respond to reading in writing
- write as an "expert" on something
- break topic down into procedural steps
- provide accurate illustrations alongside writing
- revise reading to add details and ensure accuracy in instructions
- revise for clear and concise language
- edit using editing checklist with assistance
- Procedural Text
- How to...
 - -sequencing (First, Next, Then, Finally)
 - use of explicit directions/examples to clearly communicate in writing
 - difference between fact and opinion
 - features of non-fiction writing: diagram/labels, bold print, bullets, table of contents, headings, index, glossary

February-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"