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|  | **Alta Vista Elementary Newsletter**  **English Language Arts** | | October 2016 |
| Volume 1  Issue 2 |
| **Kindergarten** | | **1st Grade** | |
| Our comprehension focus is to identify main topic and key details as well as to be able to ask/answer questions about key details. Students will work on describing relationships between text and illustrations, and making connections between individuals, events, and ideas in informational text. Word building skills will concentrate on blending and segmenting syllables, isolating and pronouncing phonemes. Vocabulary skills will focus on academic language. Students will also work on building sentences that tell about and an action. In writing, we are moving into informative text while comparing features of narrative text. Additionally, we have a new computer resource called Smarty Ants that works in a game like fashion to build reading skills. Parents can even use this product at home with their children to help continue learning from school. | | Our comprehension focus is to identify the character, setting and events of a story as well as the main topic and key details of a text. Our foundational skills will work on short e, inflectional endings using –ed, contractions using the ‘s ending and consonant blends. Vocabulary skills will focus on academic language. Students learn to use simple and complete subjects within sentences as well as use verbs to convey a sense of past, present and future tense. Students will also construct sentences with appropriate prepositions. The informative writing structure will include an introduction, facts about a topic, and a sense of closure. Additionally, we have a new computer resource called Smarty Ants that works in a game like fashion to build reading skills. Parents can even use this product at home with their children to help continue learning from school. | |
| **2nd Grade** | | **3rd Grade** | |
| Our comprehension focus is to identify the character, setting, plot, problem and solution within stories as well as identify main topic and key details in informational text. In vocabulary skills we are working on academic language, prefixes, suffixes, and multiple meaning words. In phonics long o and u, soft c and g blends along with consonant diagraphs and three letter blends. In writing we will begin working with informational genre by gathering sources of information to provide relevant support of a topic. Writing will include the structure of an introduction, body paragraphs, and conclusion. Students will also work on learning how to revise and edit their written work. Additionally, we have a new computer resource called Smarty Ants that works in a game like fashion to build reading skills. Parents can even use this product at home with their children to help continue learning from school. | | Our comprehension focus is to identify the Theme/Central Message of a story as well as establish the point of view in texts. Vocabulary will concentrate on academic language, context clues, antonyms, figurative language-similes, and prefixes. Students will use text evidence, illustrations, text features, and graphics to support their understanding. In writing will are moving into the genre of Opinion. Students will learn to breakdown a writing prompt, then after reading articles on a given topic, select text evidence to support their opinion. Methods of coding text or sorting categories of information can be used to organize and plan. Students draft their introduction, body paragraphs that include evidence and elaboration to support their opinion and end with a conclusion. Additionally students will learn to use a state rubric to guide their revision and editing process. | |
| **4th Grade** | | **5th Grade** | |
| Our comprehension focus is to identify the Theme of a story. Vocabulary will concentrate on academic language, root words, antonyms, context clues, sentence clues, prefixes, and figurative language. Students will use text evidence, inferencing, and structural elements to summarize texts. In writing will are moving into the genre of Opinion. Students will learn to breakdown a writing prompt, then after reading articles on a given topic, select text evidence to support their opinion. Methods of coding text or sorting categories of information can be used to organize and plan. Students draft their introduction, body paragraphs that include evidence and elaboration to support their opinion and end with a conclusion. Additionally students will learn to use a state rubric to guide their revision and editing process. | | Our comprehension focus is to identify relationships or interactions within texts. Vocabulary will concentrate on academic language, context clues, similes and metaphors. Students will learn to compare and integrate information from multiple print or digital sources as well as learn to compare/contrast themes and topics through the use of text evidence and inferencing. Students will learn to breakdown a writing prompt, then after reading articles on a given topic, select text evidence to support their opinion. Methods of coding text or sorting categories of information can be used to organize and plan. Students draft their introduction, body paragraphs that include evidence and elaboration to support their opinion and end with a conclusion. Additionally students will learn to use a state rubric to guide their revision and editing process. | |