Grade 1 - Unit 1 Reading - Agency and Engagement

Madison Public Schools

Unit Focus

First graders will launch into joyful reading with self-reflection, motivation and engagement at the forefront. First grade readers will set goals for themselves as individuals and as a community of readers and writers. Students arrive ready for workshop with experiences as readers and writers from kindergarten. Students will learn the routines and procedures of readers' workshop and how to use the class library. Readers will choose a variety of texts across both fiction and informational texts, work on reading fluently, and learn to discuss text with others. Students will learn perseverance and cooperation as their literacy community grows.

Reading Skills: Solving Tricky Words, Visualizing

Stage 1: Desired Results - Key Understandings

Standard(s)

Common Core
English Language Arts: 1

- Reading Literature
  - Ask and answer questions about key details in a text. *(CCSS.ELA-LITERATURE.RL.1.1)*
  - Retell stories, including key details, and demonstrate understanding of their central message or lesson. *(CCSS.ELA-LITERATURE.RL.1.2)*
  - Describe characters, settings, and major events in a story, using key details. *(CCSS.ELA-LITERATURE.RL.1.3)*
  - Use illustrations and details in a story to describe its characters, setting, or events. *(CCSS.ELA-LITERATURE.RL.1.7)*
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). *(CCSS.ELA-LITERACY.RF.1.2)*
  - Distinguish long from short vowel sounds in spoken single-syllable words. *(CCSS.ELA-LITERACY.RF.1.2.A)*
  - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. *(CCSS.ELA-LITERACY.RF.1.2.B)*
  - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. *(CCSS.ELA-LITERACY.RF.1.2.C)*
  - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). *(CCSS.ELA-*

Transfer

Students will be able to independently use their learning to...
T1   Comprehend and engage with a variety of texts in order to become independent critical thinkers (Reflection, Analyzing)
T2   Engage in evidence-based discourse to consider multiple perspectives on a shared text.
T3   Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing)
T4   Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
T5   Know and apply grade level phonics and word analysis skills in decoding words.
T6   Identify current grade level high frequency words (snap words).

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... U1 Readers monitor their comprehension and use strategies when meaning breaks down U2 Readers are active, reflective problem solvers U3 Readers grow and change their thinking by collaborating. U4 Theme: Readers choose and read a wide variety of texts and genres with a variety of purposes to grow and change their thinking. U5 Students use their knowledge of letter sounds and words to become better at decoding and encoding.	*Students will keep considering...* Q1 What does respect look and sound like in a community of readers and writers? Q2 How do my choices affect others? How do I know I should try something else? Q3 How and why do readers make new goals? Q4 Why should I talk and listen to others? How does my talking and listening change the way I think? The way others think? Q5 Theme: What's a just right book for me right now?

Stage 1: Desired Results - Key Understandings

LITERACY.RF.1.2.D)
- Know and apply grade-level phonics and word analysis skills in decoding words. *(CCSS.ELA-LITERACY.RF.1.3)*
  - o Know the spelling-sound correspondences for common consonant digraphs. *(CCSS.ELA-LITERACY.RF.1.3.A)*
  - o Decode regularly spelled one-syllable words. *(CCSS.ELA-LITERACY.RF.1.3.B)*
  - o Recognize and read grade-appropriate irregularly spelled words. *(CCSS.ELA-LITERACY.RF.1.3.G)*
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. *(CCSS.ELA-LITERATURE.SL.1.1)*
  - o Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). *(CCSS.ELA-LITERACY.SL.1.1.A)*
  - o Build on others' talk in conversations by responding to the comments of others through multiple exchanges. *(CCSS.ELA-LITERACY.SL.1.1.B)*
  - o Ask questions to clear up any confusion about the topics and texts under discussion. *(CCSS.ELA-LITERACY.SL.1.1.C)*
- Speaking & Listening
  - o Ask and answer questions about key details in a text read aloud or information presented orally or through other media. *(CCSS.ELA-LITERATURE.SL.1.2)*
  - o Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. *(CCSS.ELA-LITERATURE.SL.1.3)*

Student Growth and Development 21st Century Capacities Matrix
Critical Thinking
- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *MM.1.2*

Self-Direction
- Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). *MM.4.1*

Q6   How can we use our snap words to be a better reader and writer?
Q7   How can use names and words we know to read and write?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... K1 Books have levels. Readers don't. K2 Vocabulary: Turn and Talk, Story, Fiction, Character, Setting, Active Listening, Question, Who, What, Where, Why, When, How, Consequence, Responsibility, Reflection, Stamina, Reading Goal, Just Right Book, Checklist, Vowels, Vowel Power, Consonants, Digraphs, Blends, Snap Words, Rhymes, Upper and Lower Case, Syllables, Rug Club, Detective Partners, Word Wall	*Students will be skilled at...* S1 Choosing a just right book S2 Turning and Talking S3 Asking and answering who, what, where, why, when and how questions. S4 Retelling a shared text. S5 Expressing an opinion about a shared text. S6 Following classroom routines for transitions S7 Sharing a detailed oral picture walk before reading a just right text S8 Identify the sounds vowels make (short and long) S9 Put sounds together to make words S10 Identify the first sound in a word and be able to produce new words with same beginning sound S11 Identify common digraph sounds S12 Decode grade level words S13 Recognize grade level snap words