

First Grade Reading

Curriculum/Content Area: Reading	Course Length: One Year
Course Title: First Grade Literacy	Date last reviewed: 2013
Prerequisites: N/A	Board approval date:
<p>Primary Resource: Teachers College Readers and Writers Project</p> <p><i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p>	

Desired Results

Course description and purpose: These units will reinforce student's learning from kindergarten, and they'll establish ability-based partnerships that tap into the social power of peers working together to help each other become more strategic as readers. Units will tap into students natural curiosity as they explore nonfiction, while you teach comprehension strategies, word solving, vocabulary, fluency, and author's craft. Units focus on the reading process to set children up to read increasingly complex texts. Students will learn about story elements and the skills that are foundational to literal and inferential comprehension, including empathy, imagination, envisioning, prediction, character study, and interpretation.

<p>Priority Standards - Anchor Standards</p> <p><u>Wisconsin Standards for English Language Arts</u></p> <p>WI.ELA.R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>K-12</i></p> <p>WI.ELA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>K-12</i></p> <p>WI.ELA.R10: Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i></p> <p>WI.ELA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i></p> <p>WI.ELA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <i>K-12</i></p> <p>WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>K-12</i></p> <p>WI.ELA.F1-Print Concepts: Demonstrate understanding of the organization and basic features of print <i>K-1</i></p> <p>WI.ELA.F2-Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <i>K-1</i></p> <p>WI.ELA.F3-Phonics and Word Recognition: Know and apply grade-level phonics and word</p>
--

analysis skills in decoding words. *K-5*

WI.ELA.F4-Fluency: Read with sufficient accuracy and fluency to support comprehension. *2-5*

Priority Standards - 1st Grade

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer questions about key details in a text.

WI.ELA.R4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

WI.ELA.R10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

WI.ELA.W4: *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

WI.ELA.F1: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Unit One - Building Good Reading Habits

Enduring Understandings

1. Read with sufficient accuracy and fluency to support comprehension.
2. Readers support their literal and inferential thinking, writing and speaking with evidence from the text.
3. Complex literary and informational texts independently and proficiently.

Essential Questions

1. How can I be the kind of reader who thinks about what I am reading at the beginning, middle and end of the book?
2. How do I make sure that I am reading many books as smoothly as possible, for as long as possible?
3. How can I make sure that I use all the things I know to solve tricky words?
4. How can my partner and I talk about books in ways that let us share them and think about them and also have fun with them?

Standards

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

Supporting Standards

WI.ELA.F4-Fluency:

Read with sufficient accuracy and fluency to support comprehension. 2-5

RF.1.4.A

Read grade-level text with purpose and understanding.

RF.1.4.B

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets

I can ask and answer questions about important parts of a text (R.1.1).

- *Read Aloud Session 1, 2*

I can identify words and phrases that make me feel a certain way (R.1.4)

- *Shared Reading Session 1, 5*

I can read and understand a variety of kinds of texts written for first graders (R.1.10)

- *All Sessions in Unit*
- *All Read Alouds and Shared Reading Sessions from Building Good Reading Habits*

I can show where the first word in a sentence is (F.1.1a)

- *Shared Reading Session 1*

I can show where a capital letter is in a sentence is (F.1.1a)

- *Shared Reading Session 3*

I can show where period, question mark, or exclamation point is in a sentence (F.1.1a)

- *Shared Reading Session 4*

I can hear a difference between a word with a short vowel and a word with a long vowel (F.1.2a)

- *Bend 2, Session 14: Try it Two Ways!*

I can say the beginning sound of a word (one syllable) (F.1.2c)

I can say the middle sound of a word (one syllable) (F.1.2c)

I can say the final sound of a word (one syllable) (F.1.2c)

- *Bend 2, Session 10 Readers Look At All Parts of a Word*
- *Bend 2, Session 12 Readers Double Check Their Reading*

I can understand the books I read. (F. 1.4)

- *All Sessions in Unit*
- *All Read Alouds and Shared Reading Sessions from Building Good Reading Habits*

I can figure out how to read short words. (1 syllable) (F.1.3.b)

- *Bend 2, Session 10 Readers look at All Parts of a Word*

I can write words that have a vowel in every syllable. (F.1.3.d)

- *Bend 2, Session 14: Try It Two Ways!*

I can read words with endings like -ed, -ing, and -s. (F.1.3.f)

- *Bend 2, Session 10 Readers look at All Parts of a Word*

I can add onto a conversation by adding details and asking questions. (SL.1.1)

- *Bend 3, Session 15: Partners Can Introduce Their Books to Each Other*
- *Bend 3, Session 16: Partners Don't Tell, They Help!*
- *Bend 3, Session 17: Partners Can Do Something at the End of a Book, Too!*

- *Bend 3, Session 18: Readers Celebrate and Set New Goals*

I can read and understand my books. (F.1.4a)

- *Bend 1, Session 1: Readers Take a Sneak Peek to Get Ready to Read*
- *Bend 1, Session 2: Readers Do Something at the End of a Book*
- *Bend 1, Session 3: Readers Get Stronger by Reading More and More*
- *Bend 1, Session 4: Readers Set Goals to Read All Day Long*
- *Bend 1, Session 7: When Readers Reread, They See More*

I can read my books like I am talking.(F.1.4b)

- *Bend 1, Session 5 Readers Reread to Make their Reading Voices Smoother*
- *Bend 1, Session 6 Readers Track with Their Eyes and Scoop up More Words*

I can read the words the author wrote. (F.1.4a)

- *Bend 2, Session 8: Readers /sneak Peek at the Pictures to Figure Out Words*
- *Bend 2, Session 9: Drop Bad Habits! Pick up Good Habits*
- *Bend 2, Session 10: Readers Look at All Parts of a Word*
- *Bend 2, Session 11: Readers Use Meaning to Figure Out Words*
- *Bend 2, Session 12: Readers Double-Check Their Reading*
- *Bend 2, Session 13: Readers Don't Give Up--They Try, Try Again*
- *Bend 2, Session 14: Try It Two Ways!*

I can decide if my reading sounds right, looks right, and makes sense. (F.1.4c)

- *Bend 1, Session 5: Readers Reread to Make their reading Voices Smoother*
- *Bend 2, Session 11: Readers Use Meaning to Figure Out Words*
- *Bend 2, Session 12: Readers Double-Check their Reading*
- *Bend 2, Session 13: Readers Don't Give Up-They Try, Try Again*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Recommended Mentor Texts:

- *Gossie And Gertie* by Olivier Dunrea
- *Ollie The Stomper* by Olivier Dunrea
- *Ish* by Peter Reynolds
- *Kazam's Birds* by Amy Ehrlich

Unit 2 - Word Detectives

Enduring Understandings

1. Readers support their literal and inferential thinking, writing and speaking with evidence from the text.
2. Readers analyze texts in order to determine central ideas, key details,

Essential Questions

1. How do I get better at using strategies to figure out hard and new words while I am reading?
2. How do I use my snap words (high frequency words) to help me solve unknown words?
3. How can I use what I know about how letters

and themes.

and sounds work to solve tricky words in my books?

Standards

Wisconsin Standards for English Language Arts

WI.ELA.R10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

WI.ELA.F1: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Supporting Standards

WI.ELA.R1: Ask and answer questions about key details in a text.

WI.ELA.F4-Fluency:

Read with sufficient accuracy and fluency to support comprehension. 2-5

1.2 Retell stories, including key details, and demonstrate understanding of their central message or Session.

1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Learning Targets

I can ask and answer questions about important parts of a text (R.1.1).

- *Read Aloud session 1, 2, 3*

I can identify words and phrases that make me feel a certain way (R.1.4)

I can identify words and phrases that make me think of the five senses (R.1.4)

- *Bend 2 Session 9 Word Detectives Turn New Words into Snap Words- Share Section: Becoming a Class of Word Collectors*

I can read and understand a variety of kinds of texts written for first graders (R.1.10)

- *All Sessions in Unit*
- *All unit Read Alouds*
- *All Shared Reading Sessions from Word Detectives*

I can talk with my friends and teachers about lots of different things (SL.1.1)

I can listen carefully and take turns when I'm having a conversation with my friends and teachers (SL.1.1)

I can add onto a conversation by adding details and asking questions (SL.1.1)

- *Bend 1 Session 5 Readers Investigate What Makes a Good Reading Partner*

I can show where the first word in a sentence is (F.1.1a)

I can say the beginning sound of a word (one syllable) (F.1.2c)

I can say the middle sound of a word (one syllable) (F.1.2c)

I can say the final sound of a word (one syllable) (F.1.2c)

- *Shared Reading Day One*

I can show where a capital letter is in a sentence (F.1.1a)

I can blend the syllables in a word even when it has a blend in in (F.1.2.b)

I can tap each sound I hear in a little word (one syllable) (F.1.2d)

- *Shared Reading Day Three*

I can show where period, question mark, or exclamation point is in a sentence (F.1.1a)

- *Shared Reading Day Four*

I can hear a difference between a word with a short vowel and a word with a long vowel (F.1.2a)

- *Bend One Session 3 Word Detectives Use Everything They Know*

I can understand the books I read. (F. 1.4)

- *Read Aloud Session 1, 2, 3*

I can read and write these sounds: sh, ch, wh, th (F.3.a.K)

- *Bend 3 Session 12 Word Detectives Pay Special Attention to the Beginnings of Words*
- *Bend 3 Session 13 Word Detectives Watch Out for Endings*

I can figure out how to read short words. (1 syllable) (F.3.b.K)

I can read and write words with long vowel sounds. (-e, vowel teams) (F.3.c.K)

- *Bend 3 Session 14 Word Detectives Don't Let Vowels Trip Them Up*

I can write words that have a vowel in every syllable. (F.3.d.K)

- *Bend 3 Session 14 Word Detectives Don't Let Vowels Trip Them Up*
- *Bend 3 Session 11 Word Detectives Break Words into Parts*

I can use word parts I know to read bigger words. (F.3.e.K)

- *Bend 3 Session 11 Words Detectives Break Words into Parts*
- *Bend 3 Session 15 Word Detectives Use Word Parts They Know to Read New Words*

I can read words with endings like -ed, -ing, and -s. (F.3.f.K)

- *Bend 3 Session 13 Word Detectives Watch Out for Endings*

I can read snap words. (F.3.g.K)

- *Bend 2 Session 6 Word Detectives Read Words in a Snap*
- *Bend 2 Session 7 Word Detectives Use Snap Words as Clues to Think about What Makes Sense*
- *Bend 2 Session 8 Word Detectives Solve Mystery Words by Thinking of Similar Snap Words*
- *Bend 2 Session 9 Word Detectives Turn New Words into Snap Words*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Recommended Mentor Texts:

- *A Country Mouse and a Town Mouse* by Aesop
- *Lost Socks* by Dawn McMillan
- *Nate the Great* by Marjorie W., Craig & Mitchell Sharmat
- *The Birthday Boy* by Debbie Croft

Unit 3 - Learning About the World

Enduring Understandings

1. Readers support their literal and inferential thinking, writing and speaking with evidence from the text.
2. Readers analyze texts in order to determine central ideas, key details, and themes.
3. How to interpret words and phrases and to consider how word choice shapes meaning and tone of text.
4. The structures of text including how

Essential Questions

1. How do I get myself ready to read an informational book? How can I think about what I am reading to learn more about the topics in books?
2. How do I get better at figuring out new and important words that relate to my informational topic?
3. How do I study my informational books more closely to learn as much information as I can from the pictures, features and

- sentences, paragraphs and larger portions of the text relate to each other and the whole.
5. Students read complex literary and informational texts independently and proficiently.

- words?
4. How do I do the best job I can to read fluently and teach my partner the important things from my book?

Standards

WI.ELA.R1: Ask and answer questions about key details in a text.

WI.ELA.R4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

WI.ELA.R10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- 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).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Targets

I can ask and answer questions about important parts of a text (R.1.1).

- Bend 1, Session 1: Getting Started as a Nonfiction Reader*
- Bend 1, Session 2: Studying One Page Can Teach So Much*
- Bend 1, Session 3: Readers Learn More by Chatting about What's Happening*

- *Bend 1, Session 4: Readers Reread to Make Sure they Understand their Books*
- *Bend 3, Session 13: Finding Interesting Things to Share*
- *Bend 3, Session 16: Readers Plan to Talk and Think about Key Words*
- *Read Aloud Session 1, 2, 3*
- *Shared Reading Session 1, 4, 5*

I can identify words and phrases that make me feel a certain way (R.1.4)

- *Bend 1, Session 5: Working on Fluency, Including Stress and Intonation*
- *Bend 2, Session 11: Readers Find and Think about Key Words*
- *Bend 3, Session 14: Reading with Feeling*
- *Bend 3, Session 15: Reading Like a Writer*
- *Bend 3, Session 16: Readers Plan to Talk and Think about Key Words*
- *Bend 3, Session 17: Using Drama to Bring Your Read-Aloud to Life*

I can identify words and phrases that make me feel a certain (R.1.4)

I can identify words and phrases that make me think of the five senses (R.1.4)

- *Bend 3, Session 15: Reading Like a Writer*

I can read and understand a variety of kinds of texts written for first graders (R.1.10)

- *All Sessions in Unit*
- *All Read Alouds and Shared Reading Sessions from Learning About the World: Reading Nonfiction*

I can talk with my friends and teachers about lots of different things. (SL.1.1)

I can listen carefully and take turns when I'm having a conversation with my friends and teachers. (SL.1.1)

- *Bend 1, Session 1: Getting Started as a Nonfiction Reader*
- *Bend 1, Session 2: Studying One Page Can Teach So Much*
- *Bend 1, Session 3: Readers Learn More by Chatting about What's Happening*
- *Bend 1, Session 4: Readers Reread to Make Sure they Understand their Books*
- *Bend 1, Session 6: A Celebration of Learning*
- *Bend 3, Session 13: Finding Interesting Things to Share*
- *Bend 3, Session 18: A Celebration of Reading to Learn about the World*
- *Read Aloud Session 1, 2, 3*

I can add onto a conversation by adding details and asking questions. (SL.1.1)

- *Bend 1, Session 1: Getting Started as a Nonfiction Reader*
- *Bend 1, Session 2: Studying One Page Can Teach So Much*
- *Bend 1, Session 3: Readers Learn More by Chatting about What's Happening*
- *Bend 1, Session 4: Readers Reread to Make Sure they Understand their Books*
- *Bend 1, Session 6: A Celebration of Learning*
- *Bend 3, Session 13: Finding Interesting Things to Share*
- *Bend 3, Session 18: A Celebration of Reading to Learn about the World*
- *Read Aloud Session 1, 2, 3*

I can hear a difference between a word with a short vowel and a word with a long vowel (F.1.2a)

I can read words with endings like -ed, -ing, and -s. (F.1.3f)

- *Bend 2, Session 8: Crashing Word Parts Together to Solve the Whole Word*
- *Shared Reading Session 3*

I can use word parts I know to read bigger words. (F.1.3e)

- *Bend 2, Session 7: Readers Don't Let Hard Words Get in the Way*
- *Bend 2, Session 8: Crashing Word Parts Together to Solve the Whole Word*
- *Bend 2, Session 10: Readers Learn New Words as they Read*
- *Shared Reading Session 3*

I can understand the books I read. (F. 1.4)

- *Bend 1, Session 1: Getting Started as a Nonfiction Reader*
- *Bend 1, Session 2: Studying One Page Can Teach So Much*
- *Bend 1, Session 3: Readers Learn More by Chatting about What's Happening*
- *Bend 1, Session 4: Readers Reread to Make Sure they Understand their Books*
- *Bend 1, Session 6: A Celebration of Learning*
- *Bend 2, Session 9: Readers Check that the Words they Read Look Right and Make Sense*
- *Bend 2, Session 11: Readers Find and Think about Key Words*
- *Bend 2, Session 12: Rereading a Page to Find the Just-Right Sound*
- *All Sessions in Bend 3: Reading Aloud Like Experts*
- *Read Aloud Session 1, 2, 3*
- *Shared Reading Session 1, 2, 4, 5*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Recommended Mentor Texts:

- *Hang On, Monkey!* by Susan B. Neuman
- *Owls* by Mary R. Dunn
- *Super Storms* by Seymour Simon

Unit 4 - Readers Have Big Jobs to Do

Enduring Understandings

1. Readers support their literal and inferential thinking, writing and speaking with evidence from the text.
2. Readers analyze texts in order to determine central ideas, key details, and themes.
3. How to interpret words and phrases and to consider how word choice shapes meaning and tone of text.
4. Structures of text including how sentences, paragraphs and larger portions of the text relate to each other and the whole.
5. Read complex literary and informational texts independently and proficiently.

Essential Questions

1. How can I become the kind of reader that learns more about reading by facing challenges?
2. How can I make the strategies I use stronger, to read longer, harder books?
3. How can I get better at understanding what I read in longer, harder books?
4. How can I use everything I know about being a reader to share my reading with others?

Standards

WI.ELA.R1: Ask and answer questions about key details in a text.

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

Supporting Standards

WI.ELA.F4-Fluency:

Read with sufficient accuracy and fluency to support comprehension. 2-5

1.2 Retell stories, including key details, and demonstrate understanding of their central message or Session.

1.7 Use illustrations and details in a story to describe its characters, settings or events.

1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

1.6 Produce complete sentences when appropriate to task and situation.

1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

Learning Targets

I can ask questions about the important parts of the text (R.1.1)

- *Bend 3, Session 12: Readers Work to Understand, Rereading If They Don't Get It*
- *Bend 3, Session 13: Readers Make Mind Movies to Picture What's Happening*
- *Read Aloud Sessions 1, 2, 3*
- *Shared Reading Sessions 1, 5*

I can answer questions about important parts of a text (R.1.1).

- *Bend 3, Session 12: Readers Work to Understand, Rereading If They Don't Get It*
- *Bend 3, Session 13: Readers Make Mind Movies to Picture What's Happening*
- *Bend 3, Session 14: Readers Keep Track of Who's Talking as They Read*
- *Bend 3, Session 15: Readers Don't Just Read Words, They Understand Words*

- *Read Aloud Sessions 1, 2, 3*
- *Shared Reading Sessions 1, 5*

I can read and write these sounds: sh, ch, wh, th (F 1.3.a)

- *Bend 2, Session 8: Readers Slow Down to Break Up Long Words*
- *Bend 2, Session 10: Readers Try Sounds Many Ways to Figure Out Words*
- *Shared Reading Session 1, 2, 4, 5*

I can figure out how to read short words. (1 syllable) (F 1.3.b)

- *Bend 1, Session 2: Readers Use Everything They Know to Solve a Word*
- *Bend 1, Session 3: Readers "Check It!" to Self-Monitor*
- *Bend 2, Session 6: Readers Think about the Story to Problem Solve Words*
- *Bend 2, Session 7: Readers Think about What Kind of Word Would Fit*
- *Bend 2, Session 10: Readers Try Sounds Many Ways to Figure Out Words*
- *Shared Reading Session 1, 2, 3, 4, 5*

I can read and write words with long vowel sounds. (-e, vowel teams) (F1.3.c.)

- *Bend 2, Session 10: Readers Try Sounds Many Ways to Figure Out Words*
- *Shared Reading Session 1, 2, 3, 4, 5*

I can write words that have a vowel in every syllable. (F 1.3.d)

- *Bend 2, Session 8: Readers Slow Down to Break Up Long Words*
- *Shared Reading Session 1, 3, 4, 5*

I can use word parts I know to read bigger words. (1.3.e)

- *Bend 1, Session 2: Readers Use Everything They Know to Solve a Word*
- *Bend 1, Session 3: Readers "Check It!" to Self-Monitor*
- *Bend 2, Session 6: Readers Think about the Story to Problem Solve Words*
- *Bend 2, Session 7: Readers Think about What Kind of Word Would Fit*
- *Bend 2, Session 8: Readers Slow Down to Break Up Long Words*
- *Bend 2, Session 9: Readers Use Words They Know to Solve Words They Don't Know*
- *Shared Reading Session 1, 2, 3, 4, 5*

I can read words with endings like -ed, -ing, and -s. (F 1.3.f)

- *Bend 1, Session 2: Readers Use Everything They Know to Solve a Word*
- *Bend 2, Session 8: Readers Slow Down to Break Up Long Words*
- *Shared Reading Session 1, 2, 3, 4, 5*

I can read snap words. (F 1.3.g)

- *Bend 1, Session 1: You be the Boss! Readers say "I Can Do This!"*
- *Bend 2, Session 11: Readers Use Sight Words to Read Fluently*
- *Bend 3, Session 15: Readers Don't Just Read Words, They Understand Words*
- *Shared Reading Session 1, 2, 3, 4, 5*

I can talk with my friends and teachers about lots of different things. (SL.1.1)

I can talk and listen carefully and take turns when I'm having a conversation with my friends and teachers. (SL.1.1)

- *Bend 1, Session 4: Readers Make a Plan*
- *Bend 1, Session 5: Readers Get Help When They Need It*
- *Bend 2, Session 6: Readers Think about the Story to Problem Solve Words*

- *Bend 3, Session 12: Readers Work to Understand, Rereading If They Don't Get It*
- *Bend 3, Session 13: Readers Make Mind Movies to Picture What's Happening*
- *Bend 3, Session 14: Readers Keep Track of Who's Talking as They Read*
- *Bend 3, Session 15: Readers Don't Just Read Words, They Understand Words*
- *Bend 4, Session 17: Readers Investigate Ways to Make Their Reading Sound Great*
- *Bend 4, Session 18: Partners Work Together to Make Their Reading Sound Its Very Best*
- *Read Aloud Sessions 1, 2, 3*

I can add onto a conversation by adding details and asking questions. (SL.1.1)

- *Bend 1, Session 5: Readers Get Help When They Need It*
- *Bend 3, Session 12: Readers Work to Understand, Rereading If They Don't Get It*
- *Bend 4, Session 18: Partners Work Together to Make Their Reading Sound Its Very Best*
- *Read Aloud Sessions 1, 2, 3*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Recommended Mentor Texts:

- *Dinosaur Chase* by Hugh Price
- *Frog And Toad Are Friends* by Arnold Lobel
- *Tumbleweed Stew* by Susan Stevens Crummel

Unit 5 - Meeting Characters and Learning Lessons

Enduring Understandings

1. Readers analyze texts in order to determine central ideas, key details, and themes.
2. Readers analyze texts to determine how and why individuals, events and ideas develop and interact.
3. How to interpret words and phrases and to consider how word choice shapes meaning and tone of text.

Essential Questions

1. How can I as a reader get to know characters in the books I read?
2. How can I find out about how characters feel?
3. How do can I determine what characters have learned in the books I read?
4. How do I understand the central message or life Session in the books I read?

Standards

WI.ELA.R1: Ask and answer questions about key details in a text.

WI.ELA.R4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

WI.ELA.R10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

WI.ELA.F3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative,

Supporting Standards

WI.ELA.F4-Fluency:

Read with sufficient accuracy and fluency to support comprehension.

Learning Targets

I can ask questions about important parts of a text (R.1.1).

I can answer questions about important parts of a text (R.1.1).

- *Bend 1, Session 1, Readers Preview Stories to Get Ready for Reading Adventures*
- *Bend 1, Session 2, Readers Use the Storyline to Predict*
- *Bend 1, Session 3, Readers Retell to Retain the Story*
- *Bend 1, Session 4, Readers Revisit Books to Notice More*
- *Bend 2, Session 6, Learning about the Main Character*
- *Bend 2, Session 7, Readers Learn about Characters by Noticing Their Relationships*
- *Bend 2, Session 8, Rereading to Learn More about Characters*
- *Bend 3, Session 13, Discovering the Sessions Familiar Stories Teach*
- *Bend 3, Session 14, Readers Always Keep Life Sessions in Mind*
- *Bend 3, Session 15, Readers Make Comparisons*
- *Bend 3, Session 16, Readers Group Books by the Sessions They Teach*
- *Bend 4, Session 17, Readers Share Their Opinions about Books*

- *Bend 4, Session 18, Readers Rehearse What They will Say*
- *Read Aloud Session 1,2,3*
- *Shared Reading Session 1,2,3,4,5*

I can identify words and phrases that make me feel a certain way (R.1.4)

I can identify words and phrases that make me think of the five senses (R.1.4)

- *Bend 2, Session 9, Readers Become the Character*
- *Bend 2, Session 10, Characters' Feelings Change, and So Do Readers' Voice*
- *Bend 2, Session 11, Clues Help Readers Know How to Read a Story*
- *Bend 2, Session 12, Readers Reread to Smooth out Their Voices and Show Big Feelings*
- *Read Aloud Session 1,2,3*
- *Shared Reading Session 1,2,3,4,5*

I can read and understand a variety of kinds of texts written for first graders (R.1.10)

I can understand the books I read (F.1.4)

- *All Sessions in Unit*
- *All Read Alouds and Shared Reading Sessions from Meeting Characters and Learning Sessions.*

I can talk with my friends and teachers about lots of different things. (SL.1.1)

I can listen carefully and take turns when I'm having a conversation with my friends and teachers. (SL.1.1)

I can add onto a conversation by adding details and asking questions (SL.1.1)

- *Bend 1, Session 3, Readers Retell to Retain the Story*
- *Bend 4, Session 17, Readers Share Their Opinions about Books*
- *Bend 4, Session 18, Readers Rehearse What They will Say*
- *Read Aloud Session 1,2,3*
- *Shared Reading Session ,5*

I can show where the first word in a sentence is.

I can show where a capital letter in a sentence is (F.1.1a)

I can blend the syllables in a word even when it has a blend in it (F.1.2b)

I can say the beginning sound of a word (one syllable) (F.1.2c)

I can say the middle sound of a word (one syllable) (F.1.2c)

I can say the final sound of a word (one syllable) (F.1.2c)

I can figure out how to read short words. (1 syllable) (F.3.b.K)

I can read snap words. (F1.3g)

- *Shared Reading Session 1,2,3,4,5*

I can show where period, question mark, or exclamation point is in a sentence (F.1.1a)

- *Shared Reading Session 4*

I can hear a difference between a word with a short vowel and a word with a long vowel (F.1.2a)

I can read and write these sounds: sh, ch, wh, th (F.3.b.K)

I can use word parts I know to read bigger words. (F.1.3.e)

I can read and write words with long vowel sounds (-e, vowel teams) (F.3.c.K)

I can write words that have a vowel in every syllable. (F.3.d.K)

I can use word parts I know to read bigger words. (F.3.e.K)

- *Shared Reading Session 3*

I can understand the books I read. (F. 1.4)

- *All Sessions in Unit*
- *All Read Alouds and Shared Reading Sessions from Meeting Characters and Learning Sessions.*

I can read words with endings like -ed, -ing, and -s. (F 1.3.f)

- *Bend 2, Session 7, Readers Learn about Characters by Noticing Their Relationships (p. 42 - 43)*
- *Shared Reading Session 3*

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

Recommended Mentor Texts:

- *Iris And Walter And The Field Trip* by Elissa Haden Guest
- *Mr. Putter & Tabby Drop the Ball* by Cynthia Rylant
- *Upstairs Mouse, Downstairs Mole* by Wong Herbert Yee

Unit 6 - Readers Get to Know Characters by Performing Their Books

Enduring Understandings

1. Readers analyze texts in order to determine central ideas, key details, and themes.
2. Readers analyze texts to determine how and why individuals, events and ideas develop and interact.
3. How to interpret words and phrases and to consider how word choice shapes meaning and tone of text.

Essential Questions

1. When I read and reread my books, how can I make my voice smooth and sound more like I'm talking— so the characters come to life?
2. How can I read, think, and write about my characters so I have better conversations with my partner?
3. How can I become a better club member—one who comes ready to talk about books, to act out the characters, and to give tips to others?

Standards

WI.ELA.R10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

WI.ELA.F2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and

texts with peers and adults in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion

Supporting Standards

RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or Session.

RL 1.3 Describe characters, settings, and major events in a story, using key details.

RL 1.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Learning Targets

I can retell stories including key details (R.1.2)

- *Bend 1, Session 11, Readers sometimes will have trouble retelling. When this happens, they should go back to the last place where everything made sense and reread from there, paying closer attention to what is happening.*

I can describe characters, settings and events using key details (R.1.3)

- *Bend 1, Session 1, Readers make friends in the books they read. Once a reader gets to know a character from a book, that character is a friend for life. All a reader has to do, for the rest of his life, to see that friend again, is open up an old book and reread.*
- *Bend 1, Session 2, When readers want to get to know the characters in new books they begin by using the title of the book, the cover illustration, the title page, and even the back of the book to get themselves ready to read. They ask themselves, "What does this tell me about the character(s)? How might the story go?"*
- *Bend 1, Session 3, Readers don't just think about each page separately. They hang on to what they have read across all the pages, and think about what all the pages combined might teach about a character. Sometimes readers' ideas about characters change as they read on and learn more.*
- *Bend 1, Session 4, Readers know that the end of the book can also teach the reader about the characters. Readers ask themselves, "How might the character feel now?" or "What might the character be thinking now?"*
- *Bend 1, Session 6, Readers look at the pictures and the words together because they know that the two work hand-in-hand to tell readers something about the characters. Readers can learn what characters are doing, what they are thinking, and what they are feeling.*
- *Bend 1, Session 8, As readers are reading, they can stop and think about how the setting influences the character. They can think, "Where is the character right now? What is she doing there?" Make a picture in your mind of where she is and what she's doing. Think; "How does the setting change the way the character might say or do something?"*
- *Bend 1, Session 13, Sometimes the book does not come right out and tell readers what the characters are thinking. Sometimes readers have to figure it out on their own. To show what characters are thinking, readers can use speech bubbles or thought bubbles on sticky notes right onto the pages of the books.*
- *Bend 2, Session 14, Readers get to know the characters in their books really well by becoming those characters as they read. Readers walk in the shoes of their characters, noticing when they are feeling a certain way, and then bring those feelings into their voices and gestures as they are reading and acting out the story.*
- *Bend 2, Session 20, One thing readers do is act out scenes that are beyond what's on the pages; they act out what might come after the last page of the book. At the end of a story, readers can use what they know about the character to make a good prediction about what might happen next, even though the story is over.*

I can read and understand a variety of kinds of texts written for first graders (R.1.10)

- *All sessions in unit*

I can say the final sound of a word (one syllable) (F.1.2c)

- *Bend 1, Session 7, Readers check the picture to think about what is happening in the story, imagine a word that would make sense, then look at the word all the way to the end to see if it looks right as well.*

I can read fluently (F.1.4)

- *Bend 2, Session 18, Readers know that rereading can make a story come alive. Readers can read the first time just to figure out what's happening, but then they can reread again and again to make the reading smoother, and more expressive. When readers reread they might try:*
 - *Making the text sound smooth (scooping up the words into phrases instead of word by word.*
 - *Making their voices sound like the character's*
 - *Reading like a professional storyteller, with props and gestures and sound effects*
 - *"Popping out" important parts*
- *Bend 2, Session 19, Readers try out different ways to sound and act like their characters, and then they decide on a way that best matches the clues the text provides. When readers perform their books, they can perform them a few times, but in different ways. Club member can ask themselves, "What could we do differently?" They might try changing the characters' voices or even their feelings, until they find the best fit for the story.*
- *Bend 2, Session 21, Reading club members can share their different ideas about how a book might be performed, and be ready to explain their thinking, knowing that there isn't just one "right way."*
- *Bend 3, Session 23, When readers are presenting their gifts of reading, they need to make sure that it is as beautiful as possible. Sometimes though, it will not be perfect. They will mess up. But that's okay because readers can use rereading to fix it. Listeners understand. Messing up happens to everyone. Readers will just need to say "Oops, let me try that again," then reread the whole sentence or page.*
- *Bend 3, Session 24, If readers are stuck on a word, they can back up and get a running start toward that word. Fixing up reading all by yourself is one of the most important signs that you are growing as a reader.*

I can understand the books I read. (F. 1.4)

- *All sessions in unit*

I can talk with my friends and teachers about lots of different things. (SL.1.1)

- *Bend 1, Session 5, Readers often put themselves in the characters' shoes to imagine what they are thinking, and what they would say. They can role-play with a partner to make the characters talk and think.*
- *Bend 1, Session 9, When readers get together with reading partners, they can retell important events to make sure that the book is making sense. Readers can use the cover, title, and pictures to say what happened in the story.*
- *Bend 2, Session 15, Reading partners can act out scenes from texts together. One partner can be the character and the other can be the narrator of the story. The narrator reads the text that is not a "talking part" and the other partner acts out what the character is doing, thinking, and saying.*
- *Bend 2, Session 16, When reading partners are acting out books, and they come to a part where the character doesn't say anything, they can think, "Hmmm... What might the character say in this part?" and then look closely at the pictures to help you imagine those words.*
- *Bend 3, Session 22, Readers can help each other by reminding about the goals to work on. When they get together in clubs, they should:*
 - *Decide who will go first*
 - *Announce your goal and read a book to your club*
 - *Ask the reader questions*
 - *Give the reader little tips*
 - *Switch roles*

I can listen carefully and take turns when I'm having a conversation with my friends and teachers. (SL.1.1)

- All sessions in unit

I can add onto a conversation by adding details and asking questions. (SL.1.1)

- Bend 1, Session 10, Readers can help their partner retell by asking them questions. They can ask questions such as "Who is in the story?" or "What did she do?" or "What happened to her?"
- Bend 1, Session 12, Readers can discuss what they noticed about the characters in their books. Just as they did on their own, readers can work with partners to look at characters' facial expressions, gestures, and actions to learn about them. They might talk about how characters are feeling at the beginning, middle, and end of a book as well as what the characters are saying (plus what they don't say).
- Bend 2, Session 17, Sometimes readers work with other readers in book clubs. Readers can work in the clubs to get to know characters in their books so well that they can make them their own. As readers read and reread books together, they are sure to look at both the words and the pictures, and pay close attention to what the character does and says.
- Bend 3, Session 25, Readers can also plan for places to stop and talk about the book with the guests. They can use sticky notes to mark places where they'll stop reading and talk about the book. They might mark the places where they want to:
 - Point out details about the pictures
 - Make sound effects or facial expressions
 - Read a page more than once
 - Stop to say what you are thinking
 - Ask listeners to say what he or she is thinking too

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

-

Other assessment options

May include, but are not limited to the following:

-

Digital Tools & Supplementary Resources

--